

## Educational Supplement

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Ted Wragg

I am ashamed to say that on the matter of nuclear war, CND, Greenham Common and the whole holocaust issue I have no coherent views at all. It is a classic case of repression. The prospect of the planet being ailing into oblivion is so horrific my mind freezes and refuses to come to grips with it. Whenever the topic comes up, my moral cowardice is instantly recognisable: our eyes look like adverts for Everest double glazing and signal unambiguously that our brains are on standby.

It was my eight-year-old son writing a spoof entry for the *Sunday Times* essay competition under the title "The Bomb" that reminded me how successfully I had obliterated the issue from my consciousness. He hid away a few minutes penning an opening paragraph which began: "The bomb is great. It was first developed by my hero Adolf Hitler, and I think that Margaret Thatcher and Ronald Reagan should use it on CND", until his eldest sister pointed out that the judges would probably be looking for a more liberal stance, at which point he lost interest.

Apart from a minor worry that the little Herbert might have blown his chances of eventually joining the

Heseltine Youth under the Army MSC Scheme, I could see that eight-year-olds use gallows humour to reveal anxieties and feelings that their elders repress in quite sophisticated ways. Last month he brought home his Easter card with the customary scenes of bucolic bliss on the front. Inside, however, the opening lines of his verse, which read "Easter is a time for love, I think roast lamb is lovely," seemed to reveal a somewhat sceptical view of the adult world's hypocrisy on these matters.

All of which is a roundabout way of saying how relieved I was to see Swinshire's Councillor Bentley giving a firm lead to those of us with no constructive thoughts on the subject. In an attempt to see off the teachers' peace studies lobby he is masterminding a "What schools should do in the case of a nuclear war" leaflet so that we can all sleep more easily at our desks. It will be a no-nonsense, down-to-earth statement based on advice from Swinshire's numerous retired military, and one can only guess its contents.

There will be quite a bit of useful information about avoiding radiation. Instead of that civil defence stuff about attacking sandbags against your

door, teachers will be encouraged to exercise their imagination about what might be used in their own school. For example old copies of Beacon Readers or School Certificate Chemistry meeting minutes and I.e.a. circulars are often available in abundance, and scientific tests have shown that even single copies of the DES paper A Framework for the Curriculum have density on a scale that the nastiest gamma rays find impenetrable. Each school will be required to appoint a nuclear defence coordina-

tor. Unfortunately Swinshire's customarily tight-fisted Education Committee is attempting to save money by refusing to pay my responsibility allowance to the teacher concerned unless a nuclear attack actually takes place. Presumably scale four cheques are to be stored in a sealed envelope down in the fall-nut shelter.

Councillor Bentley is very concerned that certain militant left-wing teachers may refuse to support his carefully constructed plan. He could be right. One can just imagine some such revolutionary. If he exists, going to his class and saying, "Right 3C I've got some good news and some bad news. First the bad news. A one hundred megaton bomb is in this very moment heading irrevocably towards us and will land on Swinshire in about five minutes. Now the good news. Luckily I have had the foresight to declare the art room a nuclear-free zone."

Should the nuclear attack be successful then the pamphlet contains a helpful glossary of Russian phrases in the appendices. They include the Russian for "I was once the nuclear defence coordinator so please send my request for a posthumous scale four salary to the Kremlin", and

"Don't tread on that pile of dog used to be the Deputy Head of Care".

A number of Swinshire teachers, however, do feel rather bitter about the whole business. Swinshire's schools are among their I.e.a. circulars, looking at CSE project work, tape-recorders, and making sure the defence coordinator's superannuation payments are up to date. Bentley will not actually be there then.

Swinshire County Council ensure that some of its most able citizens survive the holocaust by the rest of us when it is the Consequential Councillor Bentley be deep underground in a new constructed bunker where he will write his 60-volume diaries in *Son of Mein Kampf*. The magazine *Stern* has offered a for them.

He will be accompanied by Councillor Agnes Haubinger. In the event that they are together, rest assured that it will be the meek that shall inherit the but a whole new breed of moron.

## ARISTIDES

## Laying stress

It's a sign of the times that 25 education officers recently spent a day in Lancashire being taught to handle stress.

The event was arranged by John Hudson, training officer of the North West Society of Education Officers.

## Breaking the mould again... and again

Does something sinister happen to education spokesmen for the SDP? Since the party wobbled out of the mould in 1981 it has had no fewer than four.

It was widely expected that Shirley Williams, a former Education Secretary, would be given the job but then rumours began to circulate that the lady's views on private education were a little too well radical.

So it went to John Roper, the solidly intellectual MP for Farnworth who had until then seemed more interested in foreign affairs. Mr Roper was given the task of chairing the party's study group on education a role he kept throughout subsequent upheavals.

Next came Tom McNally, McCallaghan a former foreign affairs adviser who joined the party in October 1981

Dr Tanya Arroba, from Birmingham University, was able to make good use of the experiences of her audience.

Education officers, it emerged, are no different from others in the way their tensions come out: they wrestle with problems in the middle of the night, feel like a space capsule out of control, kick the cat and "have one or two more drinks than my wife would allow". More seriously, perhaps, stress "plays hell with your golf

swing".

A discussion of the fight or flight syndrome was revealing. Stone age man was geared to reacting to fear-soma animals, and the members of the seminar had no difficulty in identifying the terrifying manmths they faced. Top of the list came the requirement to fight your authority's battles when your heart was with the enemy, and telling parents about a decision to close their village school.

God knew, he confided to Aristides, because he certainly didn't.

Perhaps he never found out. The next thing we knew - at this January's meeting of the Council for Social Democracy in Newcastle - Mr McNally was back in the education slot.

Then, just last week, we got a statement on political education in inner London schools from... "The Rt Hon Shirley Williams MP, SDP spokesman on education."

Whatover has been going on? A slightly nonplussed press officer at the party HQ told that Mrs Williams had been chief education spokesman for the past three or four months, with Tom McNally as her number two.

Mrs Williams had always been employment spokesman and since it was her view that education and training should be brought closer together, it was natural for her to take on the education job too.

She had more time now because she was less heavily involved in organization, the press officer explained. And we might not have noticed because Mrs Williams was usually billed as party president.

So Shirley is back at education - official.

Meanwhile, over in the Lords, the tradition is more continuous. Lord Kilmerock has been SDP spokesman on education there since the party's birth.

## The Goldberg Great Debate

Visiting Washington a year ago, your columnist was perceptive enough to interview two members of the National Commission on Excellence in Education, which has just shocked the United States with its report's eloquent indictment of "a rising tide of mediocrity (which) threatens our very future as a nation".

The commission's director, Dr Milton Goldberg, is a small, dark, dynamic kind of man who reminded me of a senior British administrator who encountered him irresistibly of Grover Marx, but who has rather more bona fide credentials as a former director of the National Institute of Education.

Mr Goldberg made it clear then that the Secretary of Education, Terrel Bell, was worried about "national perceptions" of declining quality and he began the brief 15 months available to him for research and report writing with a personal analysis of what the

press had been writing lately about education.

Unsurprisingly, he concluded from this study that the public was most worried about declining test scores, the diminishing quality of teaching and conditions in schools.

Adding to that list, he was prepared to preview other likely findings: diversity of the opinion system running out of control; the conviction that schools are being asked to do more, without lengthening the day, complaints from employers that they were having to teach engineers to write.

It doesn't look now as if the Goldberg Great Debate - a packed programme of public meetings around the states and written evidence by the team - turned up much out of line with those early assessments.

The other member of the Excellence Commission, around on that particular day was the odd man out among the leading educationalists, com-

missalors and college principals, a lone classroom teacher from the Bronx.

Jay Sommer, a 55-year-old language teacher who had first arrived in the US as a Czechoslovakian peasant boy, had a personal telephone call from Terrel Bell to ask him to join the commission after he had been elected National Teacher of the year.

Sommer, a member of the American Federation of Teachers, had been through five months of competition and testing to win his title, but he was pretty nervous about taking his place in the heavy league until Goldberg reminded him that he was the only one who knew what was going on in the classroom.

What pleased him most about the honour was the chance it gave him to thank America for the changes it had given him. It would be interesting to know how strong his voice came through in the report.

## 100 down: far from clueless

With his 100th TES crossword today, Rufus provides a short history of the genus since the first "word-cross" was invented 70 years ago for the *New York Sunday World* by a Liverpool-born immigrant, Arthur Wynne.

That paper remained the only one to use crosswords until 1924 when two Harvard graduates published a crossword book in a tiny edition of 3,600. Within the year three volumes had sold more than 400,000 copies.

The subsequent crossword mania swept the country and *The Times* reported: "All America has succumbed to the crossword". A Wynno press November 1924, and when Queen Mary voiced approval, other British papers followed suit. *The Times* finally yielding in 1930.

Crossword writer Edward Mather ("Torquemada") and Alistair Ritchie ("Afril") introduced puns, anagrams and word-play into their puzzles, and when Derrick Macnutt ("Ximenes") developed their ideas the cryptic crossword was born.

Crossword anecdotes abound. A man told his wife when she would not help with his crossword. Monseigneur Knox gave up *The Times* puzzle

during Lent as a penance. The *Times* of Eton timed his egg by the took to complete it.

MIS were alerted weeks before D-day when five top-secret words for the operation appeared in *Telegraph* crosswords - just one done. Similarly, Artillery appeared in *The Times* puzzle a few days before master-spy George used it in his escape.

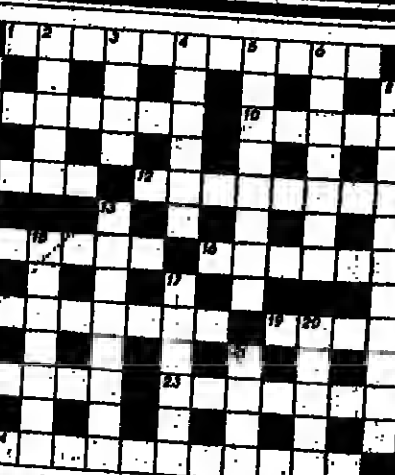
Journalist Anthony Grey told himself during his Peking campaign by secretly compiling crossword words, published after his return in the *Evening Standard*.

Nazis in 1934 for secret communication and bannadid, liberated to avoid similar use.



European Court of Human Rights

## No 100 CROSSWORD by Rufus



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## Independents launch 'stop Labour' drive

## Lobbyists pitch themselves into election battle

## Lunchtime pay deal pointer for contracts

by Richard Garner

A local education authority's decision to pay teachers for lunchtime supervision could help to clear the major stumbling block to a new contract for the profession.

Under the deal, Guernsey teachers are paid £3.44 an hour to carry out lunchtime supervision - and there is a no limit on the number of times an individual teacher can volunteer for duty. The agreement states there should be one teacher on duty for every 80 children.

Mr David Hunt, general secretary of the 21,500-strong National Association of Head Teachers, said he had asked his Guernsey association for details of the scheme and added: "This is the sort of solution we're going to have to have over here."

Teachers have a guarantee from the States of Guernsey Education Council that the cash on offer will be increased every September - in line with any agreement reached in the Guernsey Committee, which negotiates teachers' pay.

Guernsey does not have a school meals service - and so therefore was unable to offer free meals to teachers who supervised children eating sandwiches at lunchtime or taking food from fish and chip vans which visit school sites during the midday break.

## Poly rector faces awkward clash

by Biddy Passmore

The rector of Liverpool Polytechnic faces the embarrassing prospect of a confrontation over the college's future with one of his own students - who is expected to be elected Labour chairman of the city's education committee next week.

The likely chairman is 24-year-old Mr Dominic Brady, a first-year student on the polytechnic's town planning course. Ironically, after a series of discarded hit-lists that is the only course now scheduled for closure.

At issue is the future direction of the polytechnic, which must be set out in an academic plan originally demanded by the Council for National Academic Awards two years ago. Dr Gerald Bulmer, the rector, wants it to specialise in science and technology, with cuts in arts and social sciences. But many lecturers and students, including Mr Brady, do not agree.

When a delegation from the CNAA visited the polytechnic on Monday they found to their dismay that there was no sign of an agreed plan. Indeed, as a result of recent mergers with two teacher training colleges, there is no academic board at present that could produce one.

Now the CNAA has agreed to extend the deadline for the plan from the end of this term to the end of the year. But its representatives gave the polytechnic a clear warning on Monday that if no plan was produced, they

might withdraw validation from all its courses.

The polytechnic says it cannot produce the plan in time. And, even if it can, the plan must be agreed with the city council before going to the CNAA. The chances of that seem slim.

Mr Brady said this week: "We certainly don't accept what the rector is trying to do, which is to make a science-based monotechnic and cut out socially-based courses. We shall reinstate the town planning course and extend courses to meet the needs of the Liverpool area and Liverpool students."

Asked if that meant dismissing the rector, he said: "Whether we get rid of the rector or not is immaterial. He will have to fall in with our policy."

Mr Brady this week promised to protect teachers' jobs in Liverpool following Labour's sweeping victory in the local elections (see page 10). Next week Labour will take the first crucial steps in officially re-opening the Croxteth comprehensive which has been run by parents for 10 months. An emergency motion at the council's AGM will call for the immediate release of funds under the 1972 Local Government Act which permits councils to spend money in the interests of the local community.

A Section 12 notice opening the school will be drawn up later as part of the overall secondary reorganization.

## AMA backs creche plan

by Sarah Bayliss

The Inner London Education Authority wants to set up creches for the children of teachers and lecturers, and has been promised the support of the influential Association of Metropolitan Authorities.

The idea has so far been balked by interpretations of the legal framework which governs teachers' pay. According to legal advice from the ILA's own solicitors, it would be in breach of the Remuneration of Teachers Act and the regulations of the Burroughs Committee, which negotiates pay, to offer creche facilities to teachers at anything other than full cost fees.

"We've been advised that a local authority is not able legally to remunerate teachers in cash of kind in this way," said an ILA spokesman. Meanwhile, two creches are due to open in October for children of non-teaching staff.

Fees will be charged according to income and the estimated full cost of £94 per child per week will be subsidised for everyone. The range of charges is likely to be from a minimal sum for a parent earning £5,000 a year or less, to about £60 a week for those earning £17,000 and above.

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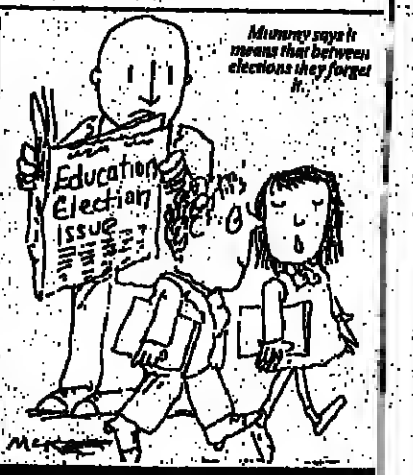
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## THIS WEEK

MENTARY  
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CROSSWORD  
ASSIFIED

## Nuclear attack

Critics on all sides of the nuclear debate have attacked the Government propaganda film for schools.

## CEOs claim

Chief Education Officers and their deputies are claiming a 13.5 per cent pay rise.

## Pay scales

The new pay scales for further education lecturers.

## Platform

Attention to the theoretical roots of teacher education to support and enrich classroom practice is a priority for the 1980s, Dr William Taylor argues.

## Fund raising

How one school raised £20,000 out of a time vacuum when it called in the experts.

## Arts/Books

Glenn Gould on the Creationist controversy in American schools; Frank Johnson on *The Oxford Book of Aphorisms*; Mary Jane Drummond previews a study of teenage literacy; Margaret Spencer on reading; Tim Alberici on television medical programmes; Lynn Truist on *Edwidge Lashley*; Robin Bush on *1960s-Luc Goodall*; Religion and ancient history textbooks.

## Resources/Media

Materials for French; geography; careers; Re-assessment of Jean Calvin. Television series for RE, and on health. Video cassettes.

## EXTRA

Reference books; reviews of encyclopaedias, dictionaries and atlases; book club; book guide.





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## MPs face a summer examination

The trumpet having sounded, the battle is joined. Somehow there is something about a general election which invites the abject absolute and accompanying images of Mrs Thatcher as Lara Porsena naming the trusting day and bidding her MPs ride forth, east and west and south and (in a few cases) north, to submit themselves to the arbitrament of the sovereign electors. For four weeks the election will drive everything else from the front pages - except really important folk rituals like the Cup Final - and the politicians (if not the electors) will find it all very exciting.

As an exercise in political education it will have its importance. There can be no doubt that, in principle, Sir Keith Joseph is right to treat this, the definitive demonstration of the democratic process within a system of representative government, with humility and awe. Undoubtedly on this occasion, the contrast between the policies offered by the competing political parties will be so sharp that the outcome will have a direct bearing on the affairs of every elector.

Over the next three weeks *The TES* will devote a suitable number of column inches to the party manifestos and the education policies which they set out (for what they are worth). But it has to be said at the outset, that only the most blinkered educationist would regard this as an election about education - even though the result on June 9 will have far-reaching consequences for the whole education system.

What can or cannot be done in education is so obviously dependent on success or failure in the management of the economy that, in electoral terms, education can never be more than a sideshow - important, as the NUT campaign document rightly stresses, but only one among the complex of public policies by which the wisdom, goodwill and realism of the political parties can be assessed.

Mrs Thatcher is going to the country on her record over the past four years, pitting her Government's credibility against that of Mr. Foot and his colleagues. What has been hap-

pening at the DES and throughout the education system is part of that record. At the end of 20 controversial months as Secretary of State, Sir Keith Joseph has been able to mount a spirited defence of his stewardship. He enjoyed a minor parliamentary triumph when replying to a Commons debate at the end of April, rounding off a list of achievements with some financial information which showed that, contrary to popular belief, the Conservatives are spending 5 per cent more, in real terms, per child than Labour in Mrs Shirley Williams's last year (1978-79). The stresses and strains of falling rolls remain, of course, and some of the force of the argument is lost when it is recalled that Sir Keith can only now pull these figures, like rabbits from a hat, because a significant number of local education authorities have defied the Government and insisted on "overspending".

This overspending, for which many ratepayers are paying dearly, will come in extremely handy at the hustings; but like the surge in polytechnic numbers which has turned government-planned cuts into defiant growth, it has occurred in spite of, not because of, anything the Government has done. It cannot have been easy for the fastidious Sir Keith to perform the intellectual somersault needed to represent a failure of financial control as an outstanding government achievement.

This, of course, is the level at which much of the electoral debate will be conducted. But there are other achievements to the credit of Sir Keith Joseph and his predecessor, Mr. Mark Carlisle, which could well stand, whatever the outcome of the election. The decision to publish HMI reports and to combine publication with a monitoring process which will require I.E.A.s to follow up particular points of criticism, is a major innovation in the management of the education system. Time will tell how powerful it will prove to be, but it is a practical measure, aimed at improving the Secretary of State's capacity to make sure the I.E.A.s perform their statutory duties thoroughly.

The departmental provenance of the MSC's New Technical and Vocational Education Initiative is, of course, a matter of some contention, but Sir Keith clearly claims a share in this, as part of the Government's desire to see a shake-up in secondary education. Originally he seemed to diverge from Mr. David Young; Mr. Young insisted on the need to keep the offer of a technical and vocational element in the curriculum open to the whole ability range, while Sir Keith seemed to see it as particularly relevant to the "bottom 40 per cent" whose needs he has made it his mission to champion. He was punctilious to assure the House of Commons, however, that NTVET is for pupils of all abilities, while also commending his own, much smaller Low Attainers scheme which is being financed under the Urban Programme.

As for the "bottom 40 per cent", Sir Keith has succeeded in putting them on the agenda, even if as yet he has not offered any clear indication of how he thinks the curriculum or the structure of secondary education should be changed to give them a better deal. Sir Keith believes that his point has been taken - that there has been little dissent from his main thesis about under-achievement.

This may well be because, without more analysis, his generalization is difficult to come to grips with. As things stand, the examination system is bound to throw up a bottom 40 per cent of certified failure, but this does not in itself confirm that 40 per cent emerge from 11 years of compulsory schooling with nothing to show for it. The variation from school to school - from inner urban sink to outer suburban haven - is so wide as to make generalization dangerous. But this is simply to restate Sir Keith's problem in other, slightly less intractable, Rutter-like terms. Sir Keith's successor (of either party) will certainly have occasion to pick this issue up again after the election. If Sir Keith were in return (which must be unlikely) it would be reasonable to expect the bridgework established by the Low Attainers scheme to be extended, with extra funds from another of his major achieve-

ments, the specific development of the Government has promised to do.

It would be wrong to conclude a term report without reference to a Paper on *Teaching Quality* and the new negotiating body recently established for all chiefs and deputies in appointment and management of staff. The White Paper is a result of more than two years discussion and has bridged an unattractive divide between previous commitments.

Alongside the successes have to be failures: Sir Keith's style has not been as successful as he would like. He has carped and nagged as if he was a third tier officer and below, whose outside looking in instead of being part of the scene he has been. A week plus 3 per cent by the "schools of proven worth" from the National Joint Council which negotiates a politically useful basic salary for them. Last year all white inconsistency about secondary pay was awarded 5.7 per cent.

Chief officers' pay depends on outline. His interventions on the 16-plus examination have been helpful. Having chosen to abolish the 11,300 in the smallest authorities to Council, he dragged his feet on the National Council and the Curriculum. Fortunately, his doctrinaire intolerance has been curbed by his colleagues, similarly been protected from the loan scheme.

Sir Keith's greatest failure has been of leadership. He has not accepted the leadership role of Secretary of State. He is a skilled intervener, his distaste for state intervention was made plain to behold. If he could have been a counterweight to the growing vided encouragement as well as the peace protests and which receives could have defended education's almost half its showings in schools castigating it; if he could have been a counterweight to the nuclear debate. The film was shown last week at a one-day workshop on defence for London sixth-formers and was poor. Mr. Colin Gordon, of the NATO British Atlantic Committee, introduced the film with a flourish, saying it showed that the term "peace movement" should not be restricted to the Campaign for Nuclear Disarmament. But afterwards he admitted to the audience: "I don't think it's a very good film".

A pay claim worth 13.5 per cent for chief education officers and their deputies was put to the local authority employers this week.

The claim, for a salary increase from July 1, was presented by Mr. Bill Petty, chief education officer for Kent who leads the staff side of a new negotiating body recently established for all chiefs and deputies in local government.

The Joint National Council, which was meeting for the first time, is the result of more than two years discussion and has bridged an unattractive divide between previous commitments. A settlement in the JNC would almost certainly affect the pay of third tier officers and below, whose outside looking in instead of being part of the scene he has been. A week plus 3 per cent by the "schools of proven worth" from the National Joint Council which negotiates a politically useful basic salary for them. Last year all white inconsistency about secondary pay was awarded 5.7 per cent.

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## CEOs submit claim for 13.5% pay increase

by Sarah Bayliss

Mr John Barnes, chief education officer for Salford and representative of the Association of Education Officers in the JNC said the claim was for a substantial increase. "We felt it was only reasonable to be precise so we put the 13.5 per cent figure on it."

It would be easy for education officers to justify the claim especially given the long-standing anomalies with teachers' pay. "Every year the gap gets wider as the settlement far teachers is better than the settlement for local government officers."

Last year teachers were awarded 6 per cent and this year they have been offered 4.98 per cent. The growing disparities in pay have been highlighted in a report to South Tyneside council by Mr Keith Stringer, director of education. In the report, which calls for the creation of a dozen new posts and the upgrading of several more, Mr Stringer warns that officer recruitment will get increasingly difficult since most teachers in their early 30s entering administration now would

have to take a drop in salary.

He says it is "highly unsatisfactory" that officers in his own authority are earning less than the heads of medium to large schools, less than the heads of departments in colleges and less than their colleagues in the advisory service.

At its most recent meeting the South Tyneside education committee agreed to launch an inquiry into salary anomalies and a decision on new posts will be made by the council later this summer.

Teachers have voted overwhelmingly in favour of ratifying the 4.98 per cent agreement reached between local education authority representatives and union leaders last month.

Delegates to a special pay conference of the National Union of Teachers in Scarborough at the weekend voted in favour after being told by the union's general secretary, Mr Fred Jarvis, that it was "the best that could be got by negotiation."

## 'Peace Game' film under heavy nuclear attack

by Hilary Wilce

The Government's propaganda film *The Peace Game*, which was made last year to counteract growing peace protests and which receives a second showing in schools this week, is being attacked on all sides of the nuclear debate. The film was shown last week at a one-day workshop on defence for London sixth-formers and was poor. Mr. Colin Gordon, of the NATO British Atlantic Committee, introduced the film with a flourish, saying it showed that the term "peace movement" should not be restricted to the Campaign for Nuclear Disarmament. But afterwards he admitted to the audience: "I don't think it's a very good film".

Ma Rebekah Carter, a pupil at Parliament Hill School, in north London, accused the film of being patronizing to members of the peace movement and oversimplifying everything. Mr. Gordon agreed with her that the military machine was not the only thing that could be feared. He said that the film was a "very good film".

Mr. Gordon, who is a member of the NATO British Atlantic Committee, introduced the film with a flourish, saying it showed that the term "peace movement" should not be restricted to the Campaign for Nuclear Disarmament. But afterwards he admitted to the audience: "I don't think it's a very good film".

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## Bill to curb glue sniffing

The first legal recognition that glue sniffing is a major problem was expected to come today with the passing of the Solvent Abuse (Scotland) Bill.

The Bill, which was introduced by Mr David Marshall, Labour MP for Glasgow, Shettleston, was given its third reading in the Commons last Friday. It was expected to be rushed through all its stages in the Lords this week in time to be given the Royal Assent today.

It adds solvent abuse to the grounds for referring young people to the children's panels set up under the 1968 Social Work (Scotland) Act.

## ILEA asked to probe Scout groups

Scout groups are to be investigated by the Inner London Education Authority to see if their activities are in line with its policies. New grants to the Scout Movement are to be frozen while the review is carried out.

The decision, taken at a meeting last week of the authority's further and higher education sub-committee, has been referred up to next week's meeting of the full education committee in a delaying tactic by Tory members.

At the meeting, members clashed violently over a form which, according to Tory member Dr David Avery, would quiz Scouts about such things as uniform and the number of gay leaders in the movement.

Mr Neil Fletcher, chairman of the sub-committee, emphatically denied that such a questionnaire existed. He said the investigation "conformed with our standard procedures for reviewing the work of organizations in receipt of public money... I have no reason to believe that the review will cause us any major change in direction."

The row between the ILEA and the Scout Association has its roots in remarks made last autumn by the Chief Scout, Major General Michael Walsh, about restoring old-style discipline and toughness.

Last year Inner London scouts received £62,000 from the ILEA.



Kesteven and Grantham grammar caught up in cuts row

## Cuts hit PM's school

by Nick Wood

Mrs Thatcher's old school is caught up in a major row over education spending cuts which has culminated in Lincolnshire heads accusing the Conservative-controlled authority of "disadvantaging" the education of 50,000 youngsters.

The charge came in a letter on behalf of the 39 heads, from Mr Donald Frith, general secretary of the Secondary Heads Association. His members are "bitterly unhappy" about educational provision, he told Dr David Gutteridge, council leader.

This week Miss Margaret Wilson, headmistress of Kesteven and Grantham girls grammar school, where Mrs Thatcher was head girl in 1943, told *The TES* she backs the stand taken by her fellow heads.

Pointing out a large wooden hut housing three classrooms and a dining hall, which after 50 years is to be demolished to make way for a badly needed £750,000 building programme, she said her school had been hit by the council's cut backs, which include a sudden 30% drop in secretarial hours and chronic delays in filling vacant posts.

One of her teachers, due to take early retirement because of ill health, had worked an extra term

when the authority had held up advertising his post. A school secretary had been forced to take early retirement after 13 years at Kesteven.

"So far our curriculum has not been affected directly by staff cut backs but we have a very stable staff. In schools with five or six teachers going at the end of term the pressure on the head, wondering if he is going to get replacements, must be enormous."

Miss Wilson said she was under increasing stress because there was no guarantee that posts would be filled or teachers covered for absences, even if they were taking vital exam classes. "They have cut it out yet but there is always the threat. That's what is galling us."

Mr Alan Garner, headmaster of the City of Lincoln comprehensive school and the SHA convenor for the county, said that by September 42 jobs would go in the 16 secondary schools in his division - 35 from falling rolls and seven as a result of cuts in the pupil teacher ratio.

Referring to the Prime Minister's education, he said: "If Margaret Roberts were attending secondary school today it would be questionable whether or no she would get to Oxford."

## COMMENT

### Labour's task in Liverpool

Last week's long-ago and now forgotten local elections had most of the commentators pointing to Labour's win in Liverpool as evidence of a trend to the Left. It might be more useful to see it as the voters' reaction against the stagnation that follows hung elections and uneasy coalitions.

A year ago the HMI report on educational provision in Toxteth unequivocally laid the blame for most of what was wrong with it on the uncertainty created by 10 years of political stalemate, and the consequent lack of any effective management. Although Liverpool was a high spending authority, facing the risk of loss of government grant or drastic cuts, much of the money was being wasted because of the failure to take surplus places out of use.

### NO COMMENT

YAGOLSYR HUGH OWEN  
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The years of inertia have led to support for radical action in Liverpool.

Falling rolls hit Liverpool earlier and more heavily than almost any other I.E.A., but nothing had been done to manage contraction. With sixth forms and neighbourhood schools at stake, and councillors counting votes in every ward where closure is







## NEWS

Monitoring  
of black  
progress  
called for

The progress of black teachers and pupils must be monitored in every education authority, school and institution, with an accurate record kept of applications, rejections and reasons, a black educationist told a conference in London last week.

Miss Jocelyn Barrow, a research fellow at the London Institute of Education, and a governor of the BBC, said: "I can say I know of 40 black teachers who have applied for jobs and didn't get them - I get phone calls about this all the time. But I do not keep records - there might be more or less than 40. So this is a vital piece of information to anyone else."

Monitoring was not always about why ethnic minorities did badly, she said - for example, she would also like to know why Asian children in Huddersfield did better than whites in O level English, she told the conference, organized by the Assistant Masters and Mistresses Association on positive and negative discrimination.

Miss Barrow also argued that student teachers should be made aware of harassment and discrimination likely to be faced by black youngsters outside school.

A warning that mother tongue teaching could be divisive came from Mr Eric Bolton, chief inspector for educational disadvantage and ethnic minorities.

In Sweden, he said, everyone had the right to be taught their home language, with the result that certain minorities were entirely separated from the rest of society.

During a recent visit he had seen a pre-school establishment with five houses for five nationalities. They never met each other but alone any Swedish children.

But he urged teachers to give the same respect to ethnic minority languages as they had for French and German.

● An AMMA document, *Our Multicultural Society: the educational response*, calls for the collection of ethnic minority statistics to assess the needs of the children. The classification would have to be clearly defined and carry strong safeguards to ensure that any information could not be used for more suspect purposes.

● O and A level examination boards were accused of being too restrictive by delegates to the National Association of Multicultural Education conference in Manchester last week.

The boards were attacked for being too ethno-centric in their approach to syllabuses and examinations which restricted the promotion of multicultural education.

Teachers were accused of not using their professional representation on the exam boards to better effect.

Heavy caseload  
delays publication  
of Swann report

by Diane Spencer

Publication of the Swann committee's report on the education of ethnic minority children has been pushed back to the end of this year.

The original target date was this summer, but that has proved optimistic given the hundreds of submissions received and the dozens of visits made around the country.

The committee's timetable was also disrupted when pressure from black groups forced the committee to cancel its plan to commission research into factors affecting the success of some black students. Critics feared it would concentrate on family backgrounds instead of schools.

Lord Swann was so disappointed by this that he issued a memo to the committee saying he regretted the lack of research and hinted that it might not be worth continuing.

The situation was somewhat relieved when committee member, Dr Gujondra Vorma, of Bradford University, offered to extend an existing project of his to look at factors affecting academic success and failure among various ethnic groups in his area. His results should be available next month.

At their last meeting three weeks ago, the committee discussed an appraisal of research into IQ testing and race commissioned by Lord Swann. He described it this week as "an important paper". It will appear in some form in the final report.

In addition, the National Foundation for Educational Research has produced a massive draft of an overview of research into Asian and other ethnic minorities. Professor John Rex's Aston University unit on ethnic relations is looking into the multicultural policies of four education authorities, and Mr Egon Whittingham, a freelance research-



Lord Swann: disappointed

cher, is presenting a paper on West Indian language.

At last month's meeting members also looked at a draft section on language. Next month the topic is likely to be racism.

Two of the more contentious issues to be resolved are separate schools for Muslims, Sikhs or other religious groups, and mother tongue teaching.

The final report is likely to resemble the Bullock report on language rather than the Warnock report on handicapped children in that it will attempt to establish changes of attitude and thinking.

It will not lead to new legislation. But it will probably recommend some minor improvements in existing Acts and will almost certainly try to replace Section 11 of the 1966 Local Government Act.

This section allows local authorities to recover 75 per cent of extra staffing costs from central government if they have a certain percentage of "immigrants" in their men but many feel it is out of date.

## Contracts 'scandal'

A teachers' union leader has attacked the "scandal" of local education authorities who are offering fixed-term contracts to newly-qualified teachers.

According to a survey by the National Union of Teachers, authorities are offering contracts of only one term or two terms - thereby not allowing the teachers to complete their probationary period before their contracts expire.

Mr Doug McAvoy, deputy general secretary of the NUT and leader of the teachers' panel in Clea/st, which negotiates conditions of service with the employers, said that 30 out of 35 local education authorities in an NUT survey were using fixed-term contracts for probationary teachers.

The teachers' panel of Clea/st urged the local authorities on Tuesday to put a stop to the practice.

Mr McAvoy was particularly incensed by a suggestion from the management panel that the use of short-term, fixed-term contracts made it easier for local authorities to dismiss teachers if felt were not up to the necessary standard. "They can't beat about teachers being incompetent if they're not willing to accept their responsibilities with their training", he said.

A management spokesman said that the teachers had been supplied details of the survey which were offering such and added that Clea would not dissuade them from continuing the practice. "Clea is now on the saying we're not happy with the situation", he added. "It now has to be justified."

Tuesday's meeting also put negotiations on a different footing as from September with sides agreeing to chair the meeting alternately. Previously, the management side has always chaired the meeting.

It was also presented with a from the local authorities and the teachers' claim that there be a minimum staffing levels for schools.

About 40 L.E.A.s were now long curriculum-led staffing than relying on pupil/teacher to determine staffing.

The paper suggested the outcome of a local inquiry into the operation of curriculum-led staffing before the issue further.

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## NEWS

## Staffing cuts leave fewer choices available to pupils

by Virginia Makins

A 6 per cent staffing cut in 1982 has increased the load on teachers and restricted the choices for pupils in a large Bedfordshire 11 to 16 high school, according to the report of a short HMI inspection.

Lea Manor high school opened in 1974. It was built for 1,200 pupils, and now has 1,440, most in the well-designed main buildings with excellent and stimulating displays of work, some in "somewhat shabby, depressing" huts.

The staff cuts left a higher than average pupil-teacher ratio, and heavy teaching loads for staff. Six of the 77 staff taught three or more subjects, and two departments had "substantial" staffing difficulties.

The school offers a good range of vocationally-orientated courses for fourth and fifth years, including electronics, business studies and typing. But the staff cuts meant that fewer pupils could opt for physics, biology, typing, modern languages, social studies, business studies, history and craft.

They had also led to large teaching groups for first-year craft courses, which reduced the amount of practical work the pupils could do, in some cases to an "excessive" extent.

The school is praised for effective management systems, and a "well-rounded" academic programme. Exam results were "encouraging overall and good in some subjects", and pastoral systems worked quite well.

# HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeywell Lane, Stanmore, Middlesex HA7 1AZ. Also from L.E.A.S.

## Potential limited by teaching styles

Peter Symonds sixth-form college in Winchester has been very successful at establishing a happy, relaxed and purposeful atmosphere, pretty successful at doing a conventional A-level job, and less successful at providing for its increasing number of less academic, one-year students.

The college, based on two single-sex grammar schools, became a voluntary controlled sixth-form college in 1974, but kept some of its old grammar population until 1979.

Numbers have steadily increased, from an entry of 499 in 1979 to 583 in 1982. The college, with permanent accommodation for 800 students, now takes just over 1,000 with 20 per cent coming from independent schools. The student-teacher ratio is 13.02:1 - higher than average for sixth-form colleges.

The college is praised for its very good staff-student relations, and its wide variety of sporting, social and cultural activities. But HMI recommended closer monitoring of the 20 or so cases each year where students are required to leave because of poor work or attitudes or both, and of the one in thirty first-year students who decided to leave of their own record.

## Poor use made of poor resources

Shabby buildings and poor resources were found at Summerhill middle school, Essex.

The book stock was "old and deteriorating," and the school had more up-to-date resources than needed more equipment for science, art and craft.

But the existing resources under-used during the last year the school failed to establish and interesting grounds for work.

Summerhill takes 311 twelve year-olds, and has a pupil ratio of 12:1. The mixed ability classes, as taught by their class teacher of the time, "were not social problems", and the children with a wide range of ability.

HMI found that a lot of the work was too practical, children with few opportunities to work independently and creatively. Too little time was given to education, practical skills and geography.

Mathematics and science were planned progressively, but topic work was not planned and topic work was not planned and topic work was not planned.

More enjoyable and more time should be a high priority, and wider opportunities needed for art and craft and activities: some teachers had a laissez-faire attitude to discipline problems, but were not straitened by shortage of space.

In English, HMI called for more attention to book talking, more drama, and more from purely narrative and writing.



Hamilton College School

## School accused of setting out-of-date entrance exams

by Janet Boyle

The entrance exam that primary school children take for one of the newest fee-paying schools in Britain is 40 years out of date, educationists claimed this week.

This came after an attack by Mr Charles Oxley, the school's principal, on the standards attained by the primary children.

Seventy-eight children attempted the entrance test for Hamilton College School, Llanarkshire. Only 10 passed and some scored nil. Mr Oxley said. He claimed he would have to perform "educational miracles" to bring the children up to standard.

Mr Oxley, who bought the former Hamilton College of Education last year, now runs it as an independent Christian evangelical school. He also runs two independent evangelical schools on Merseyside.

Teaching experts in Strathclyde who examined the papers said they were inappropriate to the Scottish school syllabus. Their descriptions

of the test papers ranged from "absurdly difficult" to "I would pay to keep my kids out of this school".

Dr Malcolm Green, Strathclyde region's education convenor, asked the council's primary advisers to look over the papers, and said later: "They are in the main quite out of harmony with educational developments since 1945."

Mr Alastair Cram, headmaster of Jordanhill College School, attached to Jordanhill College of Education, condemned Oxley's efforts for papers laid out with the questions cramped together, leaving insufficient room for pupils, particularly younger ones, to work in; lists of words, some of them wrongly spelled with the instruction to rewrite them correctly - "it is policy never to present children with wrong spelling," said Mr Cram; and out-of-date maths papers using imperial measures which had not been taught for 15 years.

## Fighting chess produces early upsets

by Harry Golombek

There have been several upsets in the qualifying and preliminary rounds of *The Times* British Schools Chess Tournament, including the defeats of last season's champion team, St Paul's, and the defending champion, High Wycombe.

The teams from 397 schools all over Britain, had to qualify within 28 geographical zones, and it was at this stage that St Paul's was knocked out. Two interesting schools that did qualify were Dolphin School of Reading, with a team of average age 10.8, and King Edward's School, Birmingham, which not only has a fine record in this competition but has produced such famous players as C H O'D Alexander and Tony Miles.

The event has reached the third round, which is the quarter-finals. Much fighting chess has been played on the way and it is clear that the standard of play is still far from flawless, is continually rising. The essential value of this competition is that it pits the inexperienced against the experienced and, while the former class learn much from the latter, they

also bring a fresh, brisk energy to the contest that in turn contributes a number of new ideas that, as it were, fertilize the game.

The results in the first interzonal round were: Alister Comprehensive School, Stoke; 0-1; Queen Mary's Grammar School, Walsall, 1; Belfast Royal Academy A, 1; AHA Academy, Scotland, 0; Bradford Grammar School, 0; Leeds Grammar School, 1; Dolphin School, Reading, 0; King Edward's School, Bath, 1; Gravesend Grammar School, 1; City of London School, 0; Grove School, St Leonards, 1; Reigate Grammar School A, 0; King Edward's School A, Birmingham, 1; Melton Mowbray Upper School, 0; Magdalen College School, Oxford, 1; Bishop Vaughan School, Swansea, 0; Newman College, Preston, 0; Manchester Grammar School A, 1; Paston School, North Walsham, Norfolk, 1; Southend High School for Boys, 0; Plymouth College, 0; King Edward VI School, Southampton, 1; Royal Grammar School, Newcastle, 1; Greenwood Academy A, Irvine, 0. Four schools had byes into the

second round - Bluecoat School, Liverpool, Haberdashers' Aske's School, Epsom, Nottingham High School A, and Royal Grammar School, High Wycombe.

The second round saw some close struggles and some surprising results. It was at this stage that Nottingham High School A was defeated by Manchester Grammar School, 4-2. King Edward's School A was crushed by Queen Mary's Grammar, Walsall, 5½-½.

King Edward VI School, Southampton, won easily against King Edward's School, Bath, 4½-½.

Other fairly comfortable victories were Magdalen College School, Oxford, 4; Royal Grammar School, High Wycombe 2; Haberdashers' Aske's, Epsom 2½; Paston School, North Walsham 3½; Bluecoat School, Liverpool 3½; Belfast Royal Academy A 2½.

Very close were Gravesend Grammar School, 3; Grova School, St Leonards, 3; Royal Grammar School, Newcastle, drew with Leeds Grammar School, but won on board count.

The draw for the third round is: Queen Mary's Grammar, Walsall; Bluecoat, Liverpool; Grove School, St Leonards v King Edward VI, Southampton; Paston School, North Walsham v Magdalen College School, Oxford; Royal Grammar School, Newcastle v Manchester Grammar School A.

The four winners will come to London and make the draw for their opponents at St Ermins Hotel at 1 pm on Wednesday, July 13.

The following game, which was played on the top board in the second round match between Manchester Grammar and Nottingham High, saw the defeat of the current British Under 12 champion and was, if far from perfect, a good fighting encounter. White: 8 Richmond (Manchester GS); Black: G Weddington (Nottingham High). Ruy Lopez.

A Poole headmaster is gambling £5,000 on staging a school production of a play he wrote and directed himself.

To put on the play, *The Joy Maker*, Mr Derek Hancock, headmaster of Talbot County combined school, has hired the Towngate Theatre, costumes, props and scenery.

He explained "I believe that the children should be given the chance to experience the thrill of a large-scale production and it gives those kids who don't perhaps shine in the classroom a chance to prove themselves".

In recent years his approach to business ventures has enabled the school to raise money for tennis courts and maintain its swimming pool.

## Village schools' role questioned

by Biddy Passmore

The role of small village schools should be kept constantly under review and not just discussed when a school is threatened with closure, according to a new report.

There is no clear evidence that the closure of a village school causes damage to the community. But it is a "no reason for adopting a laissez-faire attitude of waiting to see where the axe falls and leaving people to adapt to the changes as best they can".

Local people and the authority should explore ways of maintaining the mutual benefits of school and community, it says, and the L.E.A.s should take particular care over the appointment of staff. The report, published by the Community Council of Northumberland, reviews the evidence from other parts of the country and compares nine pairs of villages in Northumberland, one where the school has been closed and the other where it is still open.

It found no evidence that young families moved away from, or do not come to, villages without schools. In only two pairs of villages was there a significantly higher percentage of young children in the village without a school. In three pairs, the proportion of young children in the village which had lost its school was actually higher.

Nor did the researchers find that the closure of the village school led to the "death" of social life in the village, as was often predicted when closure was proposed. The effect depended on how much the individual school was used by teachers

and residents. Residents of villages that had lost their school missed their close contact with it.

In none of the Northumberland villages surveyed had the former school been converted for general community use. One was used for other educational purposes, one had become a shop - and the other seven were now private houses.

The report recommends the use of unconventional ideas when deciding how to provide primary education in a sparsely populated area. It praises the amalgamation of a purpose-built first school, library and community centre at Kielder, where the headteacher has joint responsibility for the school and centre. Another solution is a federal system, with a single headteacher moving between several small schools.

Finally, the council says much more could be done to prepare the community for the likely effects of closing a village school. If an alternative meeting place does not exist, every effort should be made to keep the school buildings for alternative use. And the new school should do all it can to involve the population of the enlarged catchment areas in all its activities.

*The Social Effects of the Closure of Village Schools in Northumberland*, available soon, price £1.20 including postage from the Community Council of Northumberland, Sanderson House, Bridge Street, Morpeth NE61 1NT.

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## NEWS

TES staff assess the implications of local election results in Liverpool and Birmingham

## Tory return eases future of foundation

by Biddy Passmore

The Foundation of King Edward VI in Birmingham breathed a sigh of relief when the local government election results were announced. The return of a Conservative administration in the city elections means another year free from skirmishes with Labour over the future of the foundation's five grammar schools at least at local level.

Not that a Labour-controlled education authority would have any immediate attempts to force the schools to abandon their selective habits. The only road open to Labour would have been to ask the Education Secretary's permission to cease to maintain them.

"While a Tory government continues, there's no point in a new plan", Mr Norman Hargreaves, Labour education spokesman, said this week.

So the foundation can for the moment concentrate on other matters. Such as the visit on Monday of Princess Anne, fresh from the Afghan borders, as part of the centenary celebrations.

What is being celebrated is not the centenary of the foundation: that dates back to 1552. It is the addition, in 1883, of four new grammar schools and the High School for Girls to the existing King Edward's boys' independent school. In 1911, a further grammar school for girls - of Handsworth - was opened.

The foundation is thus in the unique position of controlling seven schools in one city. All day schools, all single sex, all successful. Of the seven, five are voluntary aided grammar schools. The remaining two - King Edward's School for Girls - are the most prestigious and, having had their direct grant removed by Labour in 1976, now fully independent.

They are the only two independent secondary schools in Birmingham. Some say the city's hard-headed burghers have always preferred to get their education free. And a proportion of the 1,200 pupils at the two schools get help with their fees: 40 per cent in all.

As soon as the direct grant was withdrawn, the governors started up their own scheme which now helps 306 pupils, as well as 37 full scholars. Then, when the incoming Conservative government introduced its assisted places scheme, the two schools leapt in. It now accounts for half their intake at 11-plus as well as some sixth form places.

The Foundation could well afford to bridge the gap. Its annual income is now "into seven figures", with £500,000 coming in from rents alone.

## Teachers get job security promise

by Sarah Bayliss

Liverpool's teachers have received an unequivocal "no job losses" pledge from the Labour group which swept to power in last week's local elections.

One of the group's first acts will be to throw out its Liberal predecessor's plan to shed 250 teaching posts through natural wastage during 1983-84.

Under Labour, which is the first party in 10 years to have a clear majority - albeit of just three - on the city council, the other top priorities are to re-organize the 22 half-empty secondary schools and re-open Croxteth comprehensive, occupied by parents since it was officially closed down last summer.

The Labour group committed itself to a programme of 11-18 community-based comprehensives in its election manifesto and now faces the tough task of drawing up a realistic plan over the next few weeks. It intends to indicate the

future of named schools in mid-June.

One of the first decisions taken this week by Labour's nominated chairman of education, 24-year-old Dominic Brady, was to approve nine new posts in special education.

"There will be no more job losses here," he told *The TES*. "Any posts affected by school closures will be used to improve class sizes and to help with special priorities."

He said Labour had promised not to raise rates or rents to pay for its programme. "The electorate knew full well that it was voting for a radical left-wing council with radical left-wing policies. It is feasible that we shall be in confrontation with a Conservative government."

He rejected Liberal claims that the council would be run by the Militant Tendency. "Nine out of 51 Labour councillors are supporters of Militant - I don't see how that can

be defined as a majority." He did not subscribe to Militant.

Earlier this week, the divisional committee of the National Union of Teachers drew up a "shopping list" of measures which it wants implemented. This includes the protection of 5,200 existing jobs, the conversion of 200 temporary contracts into permanent posts, the continuation of premature retirement but no natural wastage of jobs, a planned phasing out of corporal punishment, on extension and improvement of educational maintenance allowances for post-16s, an urgent increase in capital, a planned programme of in-service training and a ban on council talks with the Professional Association of Teachers.

A radical re-organization of secondaries is also called for and the NUT is already committed to the principle of 11-18 schools.

Mr Jim Fergusson, an executive member of the NUT and a Liver-

pool teacher said his association "enormously relieved" that the council now had a working majority and the power to make decisions. "We know the new council will be receptive to the NUT and will work very closely with them."

Mr John Hamilton, Labour elected leader is a life-long teacher, now retired, who is an active member of the NUT.

Liverpool's 8½ per cent vote result in the local elections was most significant for education. In Stockport, the Conservative lost overall control but are expected to retain power with the 11-18 three independents, but they on to Dudley and Birmingham where privatization policies are likely to come to the fore. In the northern strongholds of Manchester, Sheffield and New Labour increased its control.

## New FE pay scales

Scale/ Incremental Point	Present Salary	Revised Salary	Scale/ Incremental Point	Present Salary	Revised Salary
Lecturer I			Principal Lecturer/ Reader		
0	5358	5649	0	11831	12519
1	5680	5983	1	12369	12972
2	6002	6317	2	12907	13425
3	6324	6651	3	13445	13978
4	6646	6985	4	13983	14531
5	6968	7319	5	14521	15084
6	7290	7653	6	15059	15637
7	7612	7987	7	15597	16190
8	7932	7863	8	16135	16743
9	7676	7868	9	16673	17296
10	7948	8263	10	17211	17849
11	8116	8532	11	17749	18402
12	8378	8806	12	18287	18955
13	8640	9081	13	18825	19508
14	8898	9348	14	19363	20061
15	9287	9736	15	19901	20614
Lecturer II			Head of Department		
0	6856	7215	Grade I		
1	7278	7669	0	8924	10422
2	7682	8081	1	10272	10795
3	8100	8617	2	10617	11140
4	8602	8937	3	10806	11608
5	8982	9342	4	11307	11888
6	9330	9801	Grade II		
7	9729	10216	0	11406	11870
8	10173	10683	1	11789	12381
9	10593	11121	2	12138	12738
10	11022	11588	3	12468	13110
			4	12894	13494
Senior Lecturer			Grade III		
0	10173	10680	0	12477	13088
1	10593	11121	1	12843	13473
2	11022	11588	2	13200	13845
3	11487	12054	3	13672	14235
4	11984	12552	4	13932	14610
5	12393	13002			
6	12916	13443			

Group	Present Range	Revised Range
	MIN	MAX
Vice Principals		
1	11121	12021
2	12186	13063
3	13339	14223
4	14670	15463
5	15687	16580
6	16719	17618
7	17806	18708
8	18789	19681
9	19761	20645
10	20580	21381
11	21406	22208
12	22227	23031
Principals		
1	13044	14116
2	14373	15447
3	15747	16838
4	17310	18390
5	18867	19911
6	19914	20974
7	20810	21870
8	21972	22828
9	22836	23688
10	23829	24678
11	25014	25878
12	26310	27285

Scale/ Incremental Point	Present Salary	Revised Salary
Lecturer III Agriculture		
0	6021	6345
1	6252	6585
2	6480	6828
3	6708	7062
4	6945	7311
5	7188	7563
6	7422	7809
7	7658	8057
8	7898	8307
9	8247	8570
10	8520	8855
11	8784	9231
12	9051	9510
13	9348	9818
14	9609	10092
15	9984	10485
Lecturer II Agriculture		
0	8363	8834
1	8578	9014
2	8984	9488
3	10289	10812
4	10606	11138
5	10920	11463
6	11238	11786
7	11648	12222
8	11994	12552
9	12276	12882
10	12590	13218
11	12818	13581
12	13238	13887

Scale/ Incremental Point	Present Salary	Revised Salary
Lecturer I Agriculture		
0	6251	6585
1	6480	6828
2	6708	7062
3	6945	7311
4	7188	7563
5	7422	7809
6	7658	8057
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## Grants squeeze

Between 1979-80 and 1980-81, the number of mandatory grants provided in England and Wales rose by 4 per cent, from 322,600 to 334,500, and the number of new awards by 5 per cent.

Most of the increase was accounted for by the public sector, as polytechnics and colleges admitted more students while the universities reined back sharply.

The squeeze on local authority spending is reflected in a drop of 4 per cent in discretionary grants, from 46,700 to 44,900, and in an even sharper fall of 6 per cent in lesser value awards, mostly given to students under 19 on non-advanced courses. In all, local authorities spent £451m on student support in 1980-81.

**Student Awards - Figures for 1980-81, Statistical Bulletin 4/83, available from Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH. (Tel 01-928 9222 Extn 2776).**

## Colleges review

The first review of higher education in the capital to be carried out since 1972 has been started by the Inner London Education Authority. Suggestions for changing London's polytechnics and colleges should be sent to Mr William Stubbs, the education officer, by June 15, and there will also be four public meetings at which elected members will seek views and answer questions. Mr Stubbs will then circulate his proposals in the early autumn after which there will be further consultations before the authority makes any decisions.



## Storm over 'The Tempest'

A head has apologized to the parents of a girl after they protested at the showing of scenes in a video version of Shakespeare's *The Tempest*. Mr John Atkin and his wife Laurette - whose daughter, Louise, 15, saw the video during an O level English lesson at Avonbourne School for Girls, Bournemouth - were upset over a scene which showed a fat, ugly, naked witch suckling her adult, nude and de-

formed son. "It was vulgar and completely unnecessary," said Mrs Atkin, of Markham Road, Bournemouth.

Now the school's head, Miss Margaret Morley, has apologized for the showing of the film made by controversial director Derek Jarman and which starred pop singer Toyah Wilcox.

In a letter to the Atkins, she admitted she had not seen the film before it was shown to the girls.

## Unconfident girls need more help in career choices

by Hilary Wilce

Further education colleges do little to help girls at a crucial point in their development when they are struggling to balance education and career choices against their feelings about men, marriage and home-making.

Active counselling by lecturers is needed to make sure that girls applying for courses are aware of the full range of possibilities, but there is little evidence that this is done, according to a Brighton lecturer.

Colleges have also been slow to take up the opportunities offered under the Sex Discrimination Act to set up special measures to deal with the problems of girls and women, says Ma Joyce Edmond Smith, a lecturer at Brighton Technical College, writing in the current issue of the journal of the National Association of Teachers in Further and Higher Education.

Ms Smith outlines a pilot study carried out at her college which showed that both subject choices and job opportunities were considered by students to be either male or female. Typing topped the list of "female" subjects, which was shorter than the list of "male" subjects.

Jobs were seen as more polarized than subjects, and while girls were willing to exclude themselves from what they saw as "male" jobs, they were reluctant to exclude boys from "female" jobs. While secretarial

work was considered to be a job by only 45 per cent of girls, electrical engineering was considered by 70 per cent of boys' jobs.

In answer to a question of the future, many more dreamed of a job and career in years' time than actually expected.

This could be because, she says, they would like a successful, interesting job, lack of confidence makes girls fall back on the safe of a marriage and a family. Smith writes, "The relationship between their hopes for a happy marriage and their plans for a job is troubled and filled with tension. An understanding of such tensions is important for all those involved in the education and training of girls."

After they had chosen a course, the majority of girls seemed satisfied. The most common of whom seemed to be simply drifted into this area. Lack of choice, "It was said by girls who had wanted to be technicians or physiotherapists, but they were told to learn about."

Ms Smith's recommendations included central rather than mental counselling about careers and more vigorous recruitment of girls students by male-dominated departments.

## ILEA invites debate on equality

A leaflet setting out the Inner London Education Authority's radical proposals for girls' education is being widely circulated in the capital as part of the authority's determination to involve as many women and girls as possible in the debate about equal educational opportunities.

The leaflet, *Education for Girls: What do you think* is being sent out through schools and colleges, to be discussed by pupils, teachers, parents and governors. It outlines the ILEA's aims and objectives in seeking to stamp out discrimination, describes steps already taken, and invites written comments.

According to the leaflet actions taken so far include:

- The building up of craft, design and technology facilities in girls' schools and home economics facilities in boys' schools;
- The appointment of an equal opportunities unit to monitor and develop employment policy and the education of girls;
- The appointment of an inspector with special responsibility for promoting equal opportunities.

## Tory chairman resigns

Mrs June Shipton, chairman of Ealing Council's education committee, has resigned from her post - and announced she is no longer a member of the ruling Conservative group.

Mrs Shipton said she would be staying on the council as an independent Conservative. She added that she had wanted to resign just before Christmas but colleagues had persuaded her to postpone her decision.

Mrs Shipton would not explain why she had quit, but there has been speculation that her resignation is due to the controversy over

Technical drawing for girls in a school.

● The creation of a resource bank and a portable resource bank. The leaflet also puts forward a range of other suggestions for promoting equality. These include encouraging teachers and parents to be aware of sex bias in society.

A newly-formed all-party group of women members will lead a series of consultative meetings in autumn.

The leaflet contains a quote from Mrs Frances Morris, when she was ILEA deputy. In it Mrs Morris, now ILEA's chief, says one reason for her resignation was her belief that women are insufficiently represented at the higher levels of government.

## Pool jobs carry life-saver demand

by Bert Lodge

Local authorities are perfectly within their rights in demanding higher qualifications from pool instructors, swimming teachers have been told.

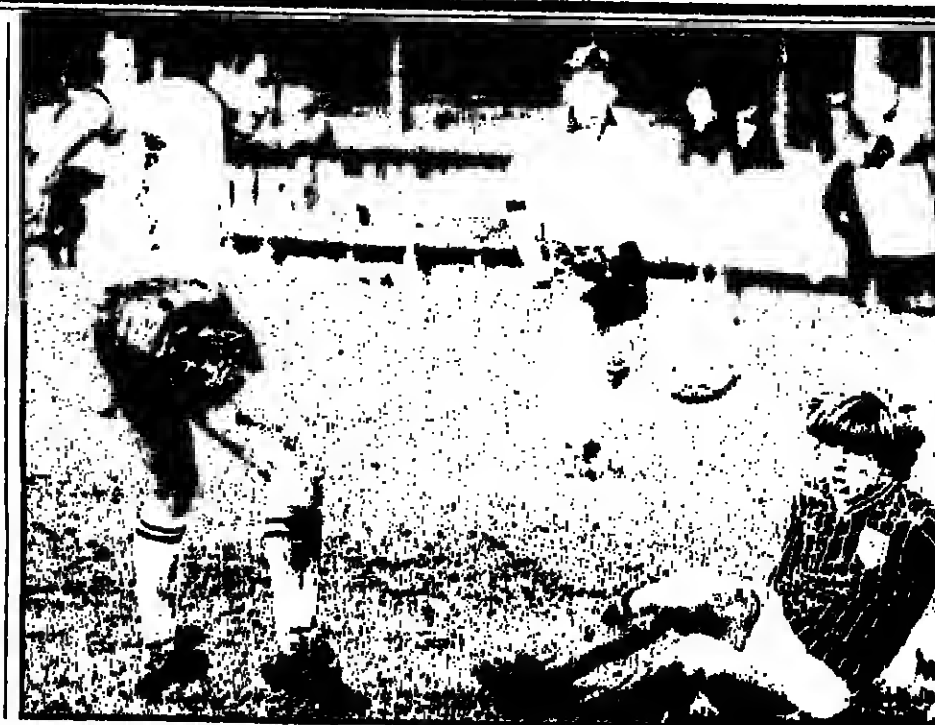
This comes after complaints that holders of the teacher's Certificate of the Amateur Swimming Association have been informed they are no longer regarded as sufficiently qualified because they do not also hold the bronze medal of the Royal Life Saving Society.

Writing in the *Swimming Times*, Mr Alan Donlan, secretary of the ASA education committee, points out that under the Safety at Work Act, local authorities have to ensure that swimming pools are safe for the users and this involves the

provision of life savers.

While some authorities have accepted the ASA teacher's certificate, others have not only insisted on instructors holding the bronze medal but stipulated a maximum time lapse since the award was gained. Some have even devised their own tests, based on guidance from the RLSS.

"One thing is certain", Mr Donlan emphasizes, "Local authorities do have the right to insist on these various methods of meeting the requirements of the Act in exactly the same way as any other employer has the right to determine the qualifications of its employees or those who hire its facilities."



Despite a disastrous start in which England broke through a week defence to score after three minutes, Scotland (in white shirts) fought back to a 2-1 victory in this under-18 schoolboy football international at Falkirk last weekend. The result puts England out of contention for the trophy they won last year, the Cadenay Shield. Whether Scotland win it outright or share it with Wales depends on tomorrow's match between Wales and England - the Welsh could share the trophy by winning.

## In brief

## £80,000 for playing fields

Playing fields at four schools benefited by more than £80,000 over the past two years under the Government's derelict land programme. Sport and recreation projects receiving improvements from the scheme more than doubled from 21 in 1981-82 to 49 in 1982-83.

The school attracting the biggest grant was St Thomas's Roman Catholic School, Salford. More than £60,000 was awarded to establish a playing field. Holy Trinity School, Tameside, was granted £8,445, for the same thing.

Heckmondwike secondary school in Kirkstall and Victoria school, Rothwell, in the Leeds area, benefited by about £7,000 each towards "capping" minishalls to make the playing field useable.

The grant is payable under the programme at 100 per cent of approved expenditure by local authorities in assisted areas and derelict land clearance areas. In national parks and areas of outstanding natural beauty the rate is 75 per cent.

## Campus wind-fall

The first sports scholarship to be established at Newcastle University has been awarded to a windsurfer.

Mark Whaley, a second year student of agricultural and environmental sciences has already represented Britain at the European and World Windsurfer Championships. The scholarship, funded by Newcastle travel firm Callers-Pygasus, and worth about £8,000, will allow the holder to extend his course by a year, during which study will be combined with training and international competition.

Worcester College of Higher Education is currently recruiting 20 young men and women for a course which will qualify them as community leaders, organizing sports and social projects around the city.

Applicants must be between 18 and 24 and unemployed for more than six months, or 24-30 and unemployed for more than a year. The programme has been developed by the college's PE staff and the Worcester city leisure officer. It will be funded by the Manpower Services Commission and the Sports Council.

## Street hockey

London's first street hockey league will be formed this month. Initially, 24 clubs in two divisions are expected to take part. The game is played by six players on roller-skates using ice-hockey sticks.

# Open your mind with a pair of scissors.

To: Manpower Services Commission, Room E721, FREEPOST, Sheffield S1 4BR. No stamp needed.

I haven't yet made up my mind about the new Youth Training Scheme. I can't until I have all the facts.

So please send me your Teachers Information Folder on the Youth Training Scheme.

Name .....

Address .....

School or College .....

Yours, with an open mind,

Signature .....

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Youth  
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Take out a year's subscription to the Times Educational Supplement and we will also send you, free, four very attractive project kits. These kits entitled 'Nature's Year' contain twelve slides for each season (ie. 48 slides in total) and accompanying teacher's notes. Excellently photographed and carefully chosen by Acom Media the sets show how animals, plants and birds respond to seasonal changes including mating, migration and hibernation. Ideas for 'follow-up' project work are included. Although prepared for primary and middle schools, the sets have a wider application and teachers of remedial and non-examination classes in secondary schools will find them useful and effective. The recommended retail price for the four kits is £14.00.

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## NEWS

## Distribution of education committee places unfair, heads say Teacher elections boycotted

by Richard Garner

Headteachers have decided to snub elections for teacher representatives to their local education committee in protest over the way places are allocated.

The Wakefield branch of the 21,500-strong National Association of Head Teachers has refused to nominate anyone for the posts after claiming that the system would never allow headteachers to have their own representative on the committee.

At present, the education committee has three teachers' representatives - one represents further education, one secondary and one primary education. Further education staff vote for the FE representative while teachers employed in primary and secondary schools

have two votes each - one for the secondary and one for the primary representative.

The system has been in operation since the authority came into being in 1974 and has always meant that two representatives of the largest teachers' union, the National Union of Teachers, have been chosen to sit on the education committee.

The local NAHT branch has asked the education committee to allow a fourth representative for the teaching profession who would specifically represent headteachers. In exchange for such a concession, it has said that headteachers should not be eligible to vote in the elections for primary and secondary representatives.

Mr Alwyn Peel, secretary of the

NAHT in Wakefield, which represents two-thirds of the authority's 200 headteachers, said: "We realize the futility of a small group of teachers putting up against the NUT, the National Association of Schoolmasters/Union of Women Teachers and the other big unions. I was nominated by the association to stand myself once and - although I felt I did reasonably well - I was not elected."

Mr Wilfred Wright, the chief education officer, said: "I think, on the whole, the committee felt that teachers were adequately represented. For some years, the primary school representative has been a headteacher. The committee did not, therefore, agree with the NAHT's request."

## Uptake of free meals greatest in city areas

by Sarah Bayliss

Parents throughout the country, with the exception of those living in inner London, paid more towards the real cost of school meals in the last financial year than they used to.

Of the cost for the last financial year, the cost for the last financial year compared with about one-third of the cost the year before. The change reflects a general pattern of increased meal charges in the counties after exhortations from ministers that parents should pay more while ratepayers should pay less towards the meals service.

By contrast, the proportion of meals costs paid by parents in the metropolitan districts remained about one third and in the inner London Education Authority stood at only one fifth in the financial year just ended. The remainder of the cost - four fifths in the LEA's case - was subsidized by ratepayers.

The trend in the big towns and cities is partly explained by the significant rise in children getting free school meals as a result of adult unemployment. Inner London and the metropolitan districts provide more than one in five children with a free meal compared with roughly one in ten in the counties and outer London. In 1981-82, the LEA 24.6 per cent of children were eligible for a free meal and the following year this figure rose to 27.7 per cent - almost one in three children. In the cities the figure was 18.3 per cent rising to 20.2 per cent.

In the outer London boroughs the proportion getting a free meal was 8.2 per cent rising to 9.5 per cent and in the English counties 8.9 per cent rising to 10.7 per cent. The Welsh counties provided more, perhaps a reflection of higher unemployment than in English rural areas; the figure was 14.7 per cent of children in 1981/82. (No figure is available for 1982/83.)



The metropolitan districts provide more than one in five children with a free meal.

These trends are revealed by the Chartered Institute of Public Finance and Accountancy (CIPFA) in a document titled *Local Government Comparative Statistics 1983*. Many of the figures have been published before as estimates for 1982/83 and as "actuals" for 1981/82, but there are some new summary tables.

For example, for 1982/83, the gross cost of all services including education is much higher in inner London than anywhere else in the country. Teaching staff costs per pupil are higher as a result of low pupil teacher ratios and London weighting for salaries. But it is the relatively high cost of non-teaching staff in inner London which is the most striking.

For example, in 1982/83, secondary schools the LEA spent £225 per pupil on non-teaching staff compared with £108 per pupil in outer London, £81 per pupil in the metropolitan districts, £74 per pupil in the English counties and £76 per pupil in Wales. The most spent per pupil on teachers was £234 in the LEA and the least was £298 per pupil in the English counties.

The gross cost of educating each

primary pupil in 1981/82 ranged from £1,074 in the LEA to £597 in the English counties. In 1982/83 the LEA's gross costs in primary, presumably through school closures and staff redeployment, to £1,037, while in the counties the average figure rose slightly to £612.

The gross costs in secondary schools in 1981/82 ranged from £1,469 in the LEA to £668 in the Welsh counties. The next year the LEA reduced the cost to £1,408 but in Wales it rose to £908 per pupil. The actual cost of the education service, per head of population, rose significantly for inner London from £299.19 in 1981/82 to £330.36 the next year. The equivalent figures for English metropolitan districts were £232.74 rising to £233.46; for English counties, £207.35 rising to £210.38; for Welsh counties £234.44 rising to £235.81, to the outer London boroughs the net cost per head was £223.28 in 1982/83. No figure is available for 1981/82.

Local Government Comparative Statistics 1983, published by CIPFA, 1 Buckingham Place, London SW1E 6HS. Price £17 to non-subscribers.

The document says the amount to be removed from the "pool" and allocated to research could be between 1 per cent (£m) and 5 per cent (£3m) - but prefers a figure at the lower end of the range.

Setting money aside for research would mean a reduction in student numbers or unit costs, or both, the document warns. "In reality," it adds, "the main impact is likely to fall on unit costs for it would be difficult to defend a reduction in access in order to protect research."

NAHT makes it clear that the level of research in the local authority sector cannot hope to match that in the universities, where about 30 per cent of funding is estimated to go towards research.

Comments in "The Funding of Research Activity" are invited by June 17 and should be addressed to:

## Epic explorers set sail far east of Southend

by David Budge

A group of deprived London teenagers who have probably never been further than Southend are to set off on an epic journey to China next summer.

The party of school leavers will travel across Siberia and Mongolia's Gobi desert next July on their way to China, where they will visit the Great Wall, sail down the Yangtze river and inspect the recently uncovered terracotta troops of the Qin Emperor.

The 30-day trip, which is to be known as JOLT (Journey of a Lifetime), is being organized by maths teacher Mrs Dorothy Dalton. She is convinced the adventure will help the youngsters acquire the confidence they will need to cope with the problems that will await them in the job market.

Mrs Dalton, who will be accompanied by an interpreter, a male teacher, and either a doctor or an experienced nurse, is hoping to take 21 teenagers on the trip. Each of the youngsters will be asked to raise £300 with the help of their schools. And Mrs Dalton and

a group of her friends will be accompanying them.

Mrs Dalton has written 20 letters to schools and has been writing to them for some time. She has already spoken to members of the JOLT team, who have accepted an interview with JOLT's president, Carrington, and the novelist, have the venture that may come out of it.

She said: "Why don't you go with that kind of attitude? Why don't you take 20 years to do it? Why don't you take 20 years to do it?"

But Mrs Dalton said this will be a

## Tailoring the school computer course

by Jon Turney

Enthusiasm for computers in the classroom has outpaced thinking about why they should be there, according to Dr Derek Sleeman of Stanford University, a leading researcher into children's problem-solving.

He told a conference of teachers and computer scientists at Exeter's St Luke's School of Education last week that there was a need to de-

fine "computer literacy." His approach asked how much knowledge of computing would be needed by Mr Average in the 1990s. On present trends, computer systems would become more and more "packaged" so they could be used without a detailed knowledge of the hardware.

And while he was enthusiastic about the educational potential of the

## NAB floats selective research awards

by Biddy Passmore

Polytechnics and colleges should receive small amounts for research on a selective basis, the National Advisory Study for local authority higher education suggests in a discussion document issued recently.

All academic staff in public sector higher education should be given the time and resources to update their knowledge and understanding of their subject but not all should, or need to, carry out research, it says. "For some, industrial or commercial experience or professional activity may be more appropriate to their skills or more relevant to their teaching duties."

The document proposes that support for updating study - such as time, library facilities and money for attending conferences - should be taken into account when setting the minimum unit cost for all institutions. But funds for research should be selectively allocated. These should not replace funds from sources like research councils but should "prime the pump", to provide an adequate research base, NAB says.

The document says the amount to be removed from the "pool" and allocated to research could be between 1 per cent (£m) and 5 per cent (£3m) - but prefers a figure at the lower end of the range.

Setting money aside for research would mean a reduction in student numbers or unit costs, or both, the document warns. "In reality," it adds, "the main impact is likely to fall on unit costs for it would be difficult to defend a reduction in access in order to protect research."

NAHT makes it clear that the level of research in the local authority sector cannot hope to match that in the universities, where about 30 per cent of funding is estimated to go towards research.

Comments in "The Funding of Research Activity" are invited by June 17 and should be addressed to:

"The Secretary, NAB, 100, Tottenham Court Road, London W1P 0LD."

A student at a technical university still has two years to go on his three-year degree course. He is a member of the Polytechnic Association of London schools are to be checked for asbestos in the wake of renewed concern about the health hazards of the material.

In a paper sent to the Secretary, the APT has conceded that the present arrangements for dealing with asbestos - primarily geared to removing or sealing the material - are not stringent enough.

Between 1979 and 1982, it has spent £1.7m in the past seven years on remedial work, but a proportion of the work approved by the development of a more coordinated approach to the problem. As a result, a working party of 14 school members, officers and representatives of staff unions will be set up to fund has fallen by 15 per cent the authority's policy on "All asbestos is dangerous."

The survey will establish how APT says. It has asked how asbestos is present in ILEA buildings. Union representatives will be invited to be present when the association's inspections are made and copies of

reports showing the same amount of university staff and technology studies spending on science as students in universities higher, at £4,600. This technological staff and Aston will spend on each of polytechnics only. Even though the subject is not a new one, it is a new one.

Mr Niall Kinnock, Labour's education spokesman, accused Dr Boyson and Mr Norman Tebbit, the Employment Secretary, of exposing their "prejudice and hypocrisy" in their attacks on school peace plays and teachers who wear CND badges.

They were "flat earthers", afraid of the light, peddling ignorance. "Like their ancestors in the pre-Renaissance priesthood, they think they can prevent change by representing it as collapse, suppress new knowledge by defaming it as immorality or treason or heresy," Mr Kinnock says in the latest issue of

the *Peace Education Journal*. Peace education should be a central part of the school curriculum, Mr Kinnock says. The threat of nuclear war raises issues that are too important to be left to politicians. "They are the people's business. The issues raised by the existence of exterminatory weapons are literally matters of life and death for all. And there can be no question more appropriate for inclusion in the schooling curriculum than the question of survival. It embraces all matters of morality, all aesthetics, all technology, all commerce."

Nevertheless, Mr Kinnock does not want to see peace education on the school timetable. Such "segregation" would be merely a "cosy gesture of concern."

"Instead, peace education as part of a systematic programme of education for citizenship should spread across the curriculum, not as a superimposed feature but as an integrated ingredient."

Schools should have teachers responsible for the dissemination of peace issues and for organizing materials and syllabuses, he adds.

Mr Kinnock gives examples of how peace education should permeate through established subjects. "In history, the mere recognition of the fact that peace is normally, war abnormality, would change the direction of learning without diminishing scholarship or interest in any way."

Miss Sylvia Keefe, is to be head of the London school to be formed by the amalgamation of the present Kennington, Priory Park and Stockwell Manor schools. Mrs Hazel Hardy will take charge of the new school resulting from the amalgamation of Beaufort and Vauxhall Manor schools.

Administrative appointments: Mr Brian Summers is to join Oxford Polytechnic as chief administrative officer. He is at present personnel officer and acting clerk to the governors at Kingston Polytechnic. Mr Oliver Tynan has been re-appointed director of the Work Release Unit by the Department of Employment following his success in a open competition run by the Civil Service Commission. Mr Tynan has held the director's post since July 1979 on secondment from BL Cars.

Mr David Sealey is to be head of a new primary school, London SE24 from next September. He is currently deputy head of Walnut Tree Wink primary school, Kennington. Mr Clarence McKenzie is the new head of Horizon School, Wrotham Road, London N16.

## ILEA accepts need for stricter asbestos policy

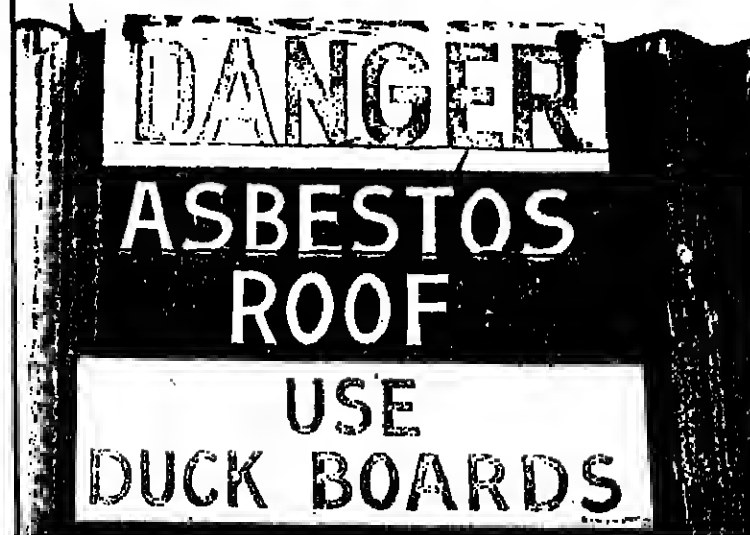
the findings will be sent to the schools concerned.

The working party will have to decide whether removal of asbestos from schools is the safest course. Because such a step can lead to the release of asbestos fibres into the air, it may opt to continue the present policy of sealing the material with resin-based paint - in some instances, at least.

The report points out that asbestos only becomes a health risk when it is damaged or disturbed and fibres are released into the atmosphere. It also acknowledges the emergence of new evidence suggesting that the lung disease, mesothelioma, may be caused by fibres of white and brown asbestos, not just blue asbestos, the use of which was discontinued some years ago.

Concern over asbestos has mounted since the screening last year of Yorkshire Television's *Alice: a fight for life*, which highlighted the

## NEWS



Asbestos precautions... ILEA has spent £1.7m, but is it enough?

effects of asbestos-related disease. A recent protest meeting at Hackney Downs School, East London, that was attended by around 100 parents, teachers and trade unionists, condemned ILEA's response to the problem.

Mr Stuart Bradley, London district officer of the National Union of Teachers, told the meeting the union was receiving 15 inquiries a week from teachers worried about asbestos. He was one of several speakers who accused the ILEA of com-

placency and of having little control over the way its contractors carried out remedial work on asbestos.

Mr Bradley spoke of one school where panels of blue asbestos, which should have been sealed before removal, were broken up by a workman wielding a club hammer, so releasing clouds of dust.

Another teacher said the ILEA only showed interest in dealing with asbestos in his school when teachers boycotted the affected areas.

## Research into autism overdue

by Diane Spencer

There is still no laboratory test for autism after 21 years of research, according to a report published this week by the National Society for Autistic Children.

None the less, it says, 5,000 children of school age and 15,000 adults are classified as autistic, with characteristics which include impaired language development, stereotyped behaviour and an absence of emotional relationships.

The report, produced by Mr Tony Attwood, a clinical psychologist, to mark the society's twenty-first anniversary, calls for more research. "The most pressing areas are firstly the development of a curriculum for autistic children based on their known language difficulties, and secondly into ways of providing practical help and counselling for parents." They have to cope with a child which research has shown does not respond or behave in the same way as other normal or mentally handicapped children.

Research on Childhood Autism, the National Autistic Society, 276 Willesden Lane, London NW2 5RB, 46p.

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## LETTERS

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## Muslims' rights being denied

Sir - Following the letter of the general secretary of the British Humanist Association (TES, April 29) on the possibility of the establishment of Muslim voluntary aided schools in Bradford, it is possible to try to reveal the covert racism of this position.

Whilst endorsing the need for secularization and the aptness of the example of Northern Ireland, this surely remains a goal unlikely to be placed on a realistic political agenda for many years. In the meantime the religious groups able to support and govern schools remain selective throughout the United Kingdom.

Catholics, Protestants and Jews have their own schools. Muslims, so far, do not. They are further subjected to the religious beliefs and practices of the dominant Christian group. The following quotation is taken from an advertisement for the headship of a JM and I school which appeared in both *ILEA* and *Contact* (October 15, 1982) and *The TES*: "The roll is largely Muslim. Strong Church of England links and a regular community preferred".

Some of the people of Bradford wish their children to be released from this type of cultural domination. The present system has not answered their needs so they are seeking out of their rights under the 1944 Act to establish voluntary aided schools. To oppose this step on the basis that it is divisive (which is apparently the position of Bradford local education authority and of the British Humanist Association) is to seek to continue cultural domination. The distinctions raised by such an argument are racist.

It is surprising, too, that humanists should be telling Muslims to wait for the "pie in the sky" of secularization. Sir - There is no reason in justice or equity to prevent the Muslim community from establishing voluntary aided schools and there are several pragmatic reasons for allowing it. If such schools are not voluntary aided then they will be private and hence more vulnerable to segregationist pressures. Thus the intention to keep Muslim students within the state system could well have the opposite effect. The state education principles in common with those of those who are denied the right to force even a Muslim community to accept them.

Voluntary aided schools have a valuable purpose of allowing particular traditions to grow and aware of those traditions feelings of inferiority of the schools in a positive manner, and to the rich tapestry of society.

It is obviously true, as Mr. Naylor will wish to submit to the Education Committee, that the situation in principle and reality that Ireland, an example of a country where people do not have schooling in Britain.

There are valid arguments against denominationalism and a refusal of it to one who community makes a need for liberalization which British people.

CLIVE A LAWTON  
Executive Director  
Education Department  
Board of Deputies of the  
Upper Woburn Place  
London

Woolly secularism

Sir - As a Catholic priest, taking RB in a county of years I can sympathize with the Bradford or elsewhere schools in their need to secure their religious. Even for a county school cannot have a full. There is still a controversial issue and so must be left to be decided by adequately. But a Christian Church will understand each other.

Neither comparative woolly course on secularism suitable substitute for Muslims and those of faith ought to be given their own RB. Where there are no justifications. This failing to provide comprehensive by their own community if voluntarily. Parents who should have made their own children.

P J ROCHFORD  
Ampleforth Abbey  
York

Muslim schools: more sensible to keep them within state system.

Science for all

Sir - I read with interest Dick West's letter on the Secondary Science Curriculum Review ("Review body's work misrepresented", TES, April 29) in which he assures us of the evolutionary nature of the review development work and its subject-based approach.

In the Secondary Science Review Bulletin (June, 1982) Dick West said: "All development work must, however, be placed in some form of organizational framework and initially we wish to identify eight such frameworks. These are:

a) A core plus options approach

b) A two subject framework

c) A coordinated science framework

d) An integrated science framework

e) A thematic and problem/issue-centred framework

f) A stratified framework

g) A modular framework

h) An interdisciplinary framework

Surely only one of these is technically a subject-based framework; and though this "explores the epistemological and conceptual implications of restructuring science syllabuses into two major separate areas, viz biological and physical sciences, and not allow for biology, chemistry and physics as three separate subjects for

O level or 16-plus examination.

The study of biology, chemistry and physics at O level or 16-plus examination demands a "selection" of the more able and infers "sound academic education". These are terms which Dick West sees, ideologically (School Science Review, March 1983) "as an attempt to re-establish the old mechanisms of the educational class war".

Eight years as a head of science in a comprehensive school showed me the difficulties of providing science for all. The need was not for those selected for biology, chemistry and physics at O level. It was for all the other pupils that the Review addressed its task, and not to affect the more able, then I should wish the Review every success and give it my wholehearted support.

Finally, I am aware of the "assiduous attempts" to explain the purpose of the Review but I am concerned that it seeks a "science for all", seeing itself responding to a "consensus view" in a way which will not be of advantage to the more able. Dick West points out that the Review has no "mandatory position" but I am concerned that loss of the three-subject system and the imposition of 20 per cent of total curriculum time will become a fait accompli unless those of us with a contrary view voice it.

Richard R. Long  
37 Nesham Road  
Lincoln

Salisbury: an unbalanced picture

Sir - As headmaster of one of the schools involved in the reorganized area of Salisbury severely taken to task by Fred Naylor (TES, "Platform", April 29), I hope I have the right of some reply in your columns. There seems to be some unwritten code in Wiltshire which implies it is bad form to comment in the press or to criticize your employers (Mr Naylor is a county councillor), unless you happen to belong to the grammar school fraternity, in which case you can be banished in the local papers in all kinds of celebratory fashion with impunity.

I will not comment on Mr Naylor's figures purporting to show what a den of academic iniquity our comprehensive system is; they are clearly unscientific and cleverly swayed to support Mr Naylor's well-known predisposition. In any case, the first year of a new institution, with all the hiccups that involves, is bound to show up badly compared with a long established, highly selective one. As far as I am aware, Mr Naylor has visited none of the Salisbury schools, grammar or otherwise, and knows nothing of the local situation apart from the information fed to him by the relevant local pressure group. Of greater value would have been an impartial inquiry

possible matched to their ability and the society they live in.

There is something inhuman and mechanical about the way grammar schools set such store by exam results, and the efficiency with which they achieve them. In 1980 I heard a teacher at the girls' grammar school in Salisbury ask her colleagues on a course: "What else does a 16-year-old girl need but a good set of O levels?" She was genuinely bemused by the notion that there might be just a bit more to it than that.

The point is that there is a lot more to life than being able to do esoteric tricks on exam papers; individuals do matter, even when they're of school age, and there should be a lot more to a secondary school curriculum in 1983 than a traditional pattern of O levels. This has been the comprehensive school's philosophy since it was formed, and it is the reason why it is now so different from the nearby grammar schools.

Fred Naylor says that the comprehensive functions as a one-form entry grammar school, which suggests to me that they are getting it right; they are thinking about each pupil and recommending academic courses only where they are appropriate. The converse

proposals for the involvement of parents, and those from wider fields of training than NNEB are important, but day nurseries are more than social services for families. They also exist to care for children, who must be happy and respected there and who must learn too.

Teachers are the only people specifically trained in understanding how children develop and learn, and in applying such knowledge to cater adequately for the learning needs, in order to foster all-round growth of intellectual and cognitive processes. This, linked with adequate care for emotional, social and physical growth, forms the requirements for each little human being to make sense of his world and be active in making it happy. A day yet the use of teachers and the

need to create an adequate learning environment are not mentioned.

Until these needs are recognized I do not believe there can be a real improvement in day care from the children's point of view. Hand in hand with Bain's and Barnett's proposals we could help children to have confidence, self-respect; self-discipline and the sure knowledge that the world has something to offer them and that their contribution is important and valuable. Only then will they go to school adequately prepared to make school work for them.

PATRICIA GIBBONS  
37B Bruce Road  
Harlesden  
London NW10

Darren Dowell

Sir - Following your report (TES, April 22) concerning Darren Dowell and the continuing problems associated with the educational placement of this very handicapped little boy, I really must correct the factually wrong statement regarding our recommendations following Darren's assessment here at the Royal Schools' Ryecroft Centre.

We did indeed find that (in addition to severe mental handicap) Darren

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Darren's subsequent admission to the Royal School for the Deaf, Birmingham was decided upon by the local education authority and in no way resulted from our recommendations.

A CLARE TURNER  
Educational Psychologist  
RICHARD S. ELDRIDGE  
Educational Audiologist  
The Ryecroft Centre  
Royal Schools for the Deaf  
(Manchester)  
Cheshire.

## LETTERS

## Salisbury: an unbalanced picture

Sir - As headmaster of one of the schools involved in the reorganized area of Salisbury severely taken to task by Fred Naylor (TES, "Platform", April 29), I hope I have the right of some reply in your columns. There seems to be some unwritten code in Wiltshire which implies it is bad form to comment in the press or to criticize your employers (Mr Naylor is a county councillor), unless you happen to belong to the grammar school fraternity, in which case you can be banished in the local papers in all kinds of celebratory fashion with impunity.

I will not comment on Mr Naylor's figures purporting to show what a den of academic iniquity our comprehensive system is; they are clearly unscientific and cleverly swayed to support Mr Naylor's well-known predisposition. In any case, the first year of a new institution, with all the hiccups that involves, is bound to show up badly compared with a long established, highly selective one. As far as I am aware, Mr Naylor has visited none of the Salisbury schools, grammar or otherwise, and knows nothing of the local situation apart from the information fed to him by the relevant local pressure group. Of greater value would have been an impartial inquiry

possible matched to their ability and the society they live in.

There is something inhuman and mechanical about the way grammar schools set such store by exam results, and the efficiency with which they achieve them. In 1980 I heard a teacher at the girls' grammar school in Salisbury ask her colleagues on a course: "What else does a 16-year-old girl need but a good set of O levels?" She was genuinely bemused by the notion that there might be just a bit more to it than that.

The point is that there is a lot more to life than being able to do esoteric tricks on exam papers; individuals do matter, even when they're of school age, and there should be a lot more to a secondary school curriculum in 1983 than a traditional pattern of O levels. This has been the comprehensive school's philosophy since it was formed, and it is the reason why it is now so different from the nearby grammar schools.

Fred Naylor says that the comprehensive functions as a one-form entry grammar school, which suggests to me that they are getting it right; they are thinking about each pupil and recommending academic courses only where they are appropriate. The converse

proposals for the involvement of parents, and those from wider fields of training than NNEB are important, but day nurseries are more than social services for families. They also exist to care for children, who must be happy and respected there and who must learn too.

Teachers are the only people specifically trained in understanding how children develop and learn, and in applying such knowledge to cater adequately for the learning needs, in order to foster all-round growth of intellectual and cognitive processes. This, linked with adequate care for emotional, social and physical growth, forms the requirements for each little human being to make sense of his world and be active in making it happy. A day yet the use of teachers and the

need to create an adequate learning environment are not mentioned.

Until these needs are recognized I do not believe there can be a real improvement in day care from the children's point of view. Hand in hand with Bain's and Barnett's proposals we could help children to have confidence, self-respect; self-discipline and the sure knowledge that the world has something to offer them and that their contribution is important and valuable. Only then will they go to school adequately prepared to make school work for them.

PATRICIA GIBBONS  
37B Bruce Road  
Harlesden  
London NW10

Darren Dowell

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Such an inquiry would have been welcomed by the reorganized area of the city - not because it would have shown any degree of educational superiority. How could it have done, given the amount of "creaming off", (considerably more than Mr Naylor would have us believe - he has overlooked the leakage into the private sector), and the very wide range of intellectual ability and social background that we have to cater for? The ESN (M) provision for the entire city and surrounding area is undertaken within our pyramid and the upper school lies, not within the hallowed walls of the cathedral precincts, but in the centre of an immense housing estate.

Within the middle school, the first two secondary years are operating with considerably reduced teacher-pupil ratios compared to those with sixth forms. They have less physical resources and fewer specialized staff at their disposal. With these restrictions, plus the inevitable initial reluctance

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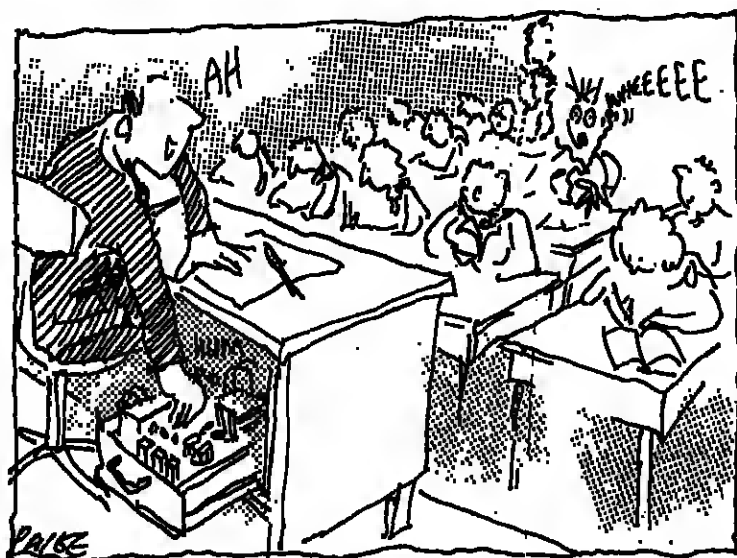
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**PAIN**

Another school, tired of the muffled tinkle of Walkmans (or should it be "Walkmen?"), attempted to ban them . . . but the girls resisted. It appears that they were quite happy to be seen simply wearing them; listening was quite secondary to rivalry about who had the best collection and who had the best taste. They even had a "got coral, you know? What you gotin', Trace? You should get Bermuda or poppermint."

...for the Christians and liuns). At this school pupils are only too happy to come to the rescue of underprivileged stuff. . . . "Whel, miss, you ain't got u ldeed? I cna get 'em clean. My dhd is down this pub, see. . . . Oh, yeah, they're bran' new, like."

Even infants are affected. "Our Auto is so simple a child can use it." And they do. Caught half-clad in the Wexley house, a group of elderly and

I read recently that the Japanese don't have micros in their schools. They prefer books. Before the cuts, we had some of them too. Now, unfortunately, we're such an easy market.

could now communicate, albeit at a simple level, with 219 million more people all over the world underlined the bridge-building role of a language and the vital skill its correct use is in the world of work.

Jim Hart is Lecturer in Modern Languages at the College of Further Education.

- The scheme should be open to people with a minimum of experience of work, and should include a period of quality training, with a minimum of 12 months' off-the-job training.
- A majority of the places should be for people who are currently unemployed.

**The  
TES Guide  
to the YTS**

Others are more inclined to regard it as a cynical device to reduce both the youth unemployment figures and the level of young people's wages by pretending to offer training while taking no really effective steps to ensure that it will be provided properly.

Not, unfortunately, all you've ever wanted to know about the Youth Training Scheme. There are still a lot of things nobody knows because they haven't been decided yet, like just what trainees will be taught, how the Manpower Services Commission will make sure its intentions are carried out, and how the results will be assessed. But here and on the following three pages we describe the plan, gaps and all.

**Not to be confused with . . .**

- The scheme should offer *all* trainees a year of experience of work integrated with high quality training, with a *minimum* of three months' off-the-job training and education.
- A majority of the trainees will be placed

● The scheme covers the whole of Great Britain (Northern Ireland has its own scheme). It began last month, but will not be

- The Community Programme; a temporary work scheme for the over-18s.
- The Opeo Tech (OT); the programme for

(YOP); also now ending, it gave unemployed youngsters a weekly allowance and provided them free of charge to employers to get experience of work and, possibly, training. Others were placed on training courses in

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**POLYTECHNIC  
OF THE  
SOUTH BANK**

new process does not leave time to concentrate on content. It is proving easier to master than the Shavian alphabet, but original work written at the typewriter is confused and

soon call for help. While waiting for this to arrive, he should consider how he reacts in a pupil who puts up a hand for help without even

learner, then,  
many of the  
about learning.

The two kinds of sponsorship are funded quite differently: there are different arrangements for supervising and monitoring; a dif-

Mode B is of two kinds. Mode B1 consists of various kinds of training in establishments set up, largely under YOP, to provide specifically for the young unemployed, or in community work. It includes training workshops

# Know your Mode

and off the job education and training under both modes. But under Mode B they get no Government grant and have far less independence.

and imply that Mode B is there, partly because it may not be possible to find enough training places with employers, and also to take care of those youngsters whom, for one

learning? Should he be allowed to do so, with the opportunity to seek advice if needed, using his own search for solutions as an essential part of his

There is no one way to solve a motoring breakdown; every mechanic has his own method, one which suits him.

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Examinations  
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The  
TES Guide  
to the YTS

# The dream and the scheme

Mark Jackson looks beyond the official claims for a realistic picture of the way the scheme will work.

Additional reporting by Jane Pickard.

## The age of the trainee

The Youth Training Scheme is intended to be just that: a programme of training for young people. Every youngster passing through the scheme is supposed to get a year of training, education, and work experience, and the intention is that these should fit together so as to provide a sound foundation for whatever follows.

The aim is that in should eventually cover all the under-18s who have left full-time education. But for the present it is confined to school leavers: 16-year-olds, some 17-year-olds, and a few 18-year-olds in special categories.

You cannot begin to understand how the scheme will work until you grasp the central idea that it aims to cover all school leavers, not just those who are unemployed. Employers are being encouraged to bring all their recruitment of school leavers into the scheme, which offers big money incentives so that they are likely to do so.

But although the plan is that employers should provide the bulk of the places, they will not be responsible for all the trainees.

Some will be sponsored by colleges, by voluntary organizations, by local authorities, and by training bodies. But in all cases the year in the scheme will have to provide the three elements of training, off-the-job education, and on-the-job experience. The central idea of the scheme is that it should be a compulsory training philosophy urged by the main bodies represented on the MSC (the CBI and the TUC) and the commission's own officials and backed by Government and a large part of the educational establishment, is the notion that work provides a unique form of learning essential to growing up.

## What it replaces

If the scheme is intended to embrace all leavers, clearly it must affect all existing training arrangements for the group and all existing arrangements for the young unemployed.

The YTS replaces the Youth Opportunities Programme although it will not, at least to begin with, have room for all the unemployed youngsters who would have been eligible for YOP.

It replaces, too, the Guided Vocational Preparation scheme, under which young workers in jobs without formal training got some foundation training on day or block release.

It does not replace apprenticeship and similar established systems for training recruits for skilled jobs but a lot of apprenticeships, perhaps nearly all of them, will be brought into the scheme.

To expand the aim is to try to bring everyone in the eligible age group who starts work into the scheme. That doesn't mean they

will have the same training, the same conditions, the same prospects, or the same pay and status (although the last is something that a lot of employers, ministers, and MSC officials would like to see).

Bringing all existing training into the scheme makes one thing inevitable — that neither the content of the foundation year nor the way it is provided can be decided directly by the Manpower Services Commission, the Government agency which has the overall responsibility for running the scheme and for distributing the money being provided from public funds.

And, in fact, the MSC is not going to try to run the scheme directly — or at least, not much of it. It will content itself with setting standards, laying down some of the kinds of things that must be provided for the trainees, and footing the bill.

It will also arrange a certain amount of monitoring, both of the quality of the training and education and the way Government money is spent. In the nature of things, for a Government agency, while the first kind of monitoring is regarded as highly desirable, the second is a must.

But a lot of this supervision will not be done by the MSC itself. It is going to hand the job over to outsiders who will be given various levels of responsibility. In many cases, where employers are big enough, they will have the main responsibility for monitoring themselves.

If all this sounds a bit vague, it has to be. A lot of it, including key matters on which the success of the scheme is likely to depend, is still being worked out — in some cases, fought out — between officials and representatives of the various groups involved in the programme.

## What it means to young people

Firstly, a guarantee that if they leave school at 16 they won't go on the dole for at least a year. Secondly, that they will get some kind of planned opportunities for learning. And, finally, they should have a record of the experience and their achievements which should be of use in getting jobs or access to further education or training.

This is the minimum that all trainees can expect. For some, and if the scheme lives up to its intentions all, there will be more. Work, or work experience with on-the-job training aimed at equipping them to apply the work skills they learn to a variety of other jobs and situations. It will be backed by related education in a college or some other establishment which will aid their personal development. In addition there should be close counselling and guidance on vocational and personal matters available.

For some of the trainees the foundation year in the scheme will serve as the first year of an apprenticeship with their employer, or as the start of a permanent job with the firm. But there is no guarantee that the trainee will be kept on

unless he or she is recruited under a contract (see what we say about this in the section on job rights). The trainees will be paid at least £25 a week, probably with travelling expenses added to this. This is the allowance which was paid to YOP trainees, and most people thought when the YTS was first mooted that it would apply only to the extra youngsters taken on to the scheme, not those who would have been taken on anyway as normal recruits.

But it seems to be turning out that the allowance will be treated as the norm by most employers, except where trade unions manage to negotiate for the youngsters to be paid the normal wages for their age or, alternatively, secure some topping up of the allowance. Since it now looks as though there will be very few jobs left for 16 year olds outside the YTS, a negative effect from the point of view of the youngsters is that it will bring down the wages in well below the current average for their age group. This, indeed is one of the things that ministers like about the scheme.

## ... to employers

An opportunity, certainly, to undertake a responsibility that their competitors in some other countries have accepted for a long time — providing a basic training for all the youngsters they take on. And, at the same time to do their bit to cut down school leaver unemployment.

But the scheme has some immediate and bankable benefits. First, it enables firms to train their leaver recruits largely, perhaps wholly, at the public expense. They get £1,850 for each trainee, and another £100 a head if they take on the responsibility of being a managing agent, a role we describe below. Out of this they have to pay the trainee's allowance or wage, provide training on the job, and pay for 13 weeks' off-the-job training and education. Although the MSC is laying down certain requirements as to the content of the training, it is unwinding specifying how it should be provided.

Clearly there is enormous variation in the type, quality, and cost of the skills training that the employers will provide. Some will want to offer little more than the practical experience gained from carrying out an unskilled job, plus whatever supervision and instruction is needed to meet the MSC's minimum requirements. Others will provide intensive training in work skills, a great deal of it off the job: in at least one industry those trainees who have been selected for apprenticeship will spend the whole year off the job on expensive training. And the MSC is leaving it to employers to decide how they will meet the minimum 13 weeks of education and off-the-job training. Not all of them will use colleges: there are commercial training organizations who say they can undertake the colleges, and some employers will run the 13 weeks of instruction themselves on their own premises.

So there is enormous scope for variation in the cost to the employer, depending on the kind of training he wants to provide and what he wants to use the trainees for; on his own efficiency and resources; and in the last analysis, on his own scruples.

There are many firms who will subsidize their

YTS training heavily; but there may be who make a not profit out of it. The chairman, Mr David Young, says he has seen how this can be done; but already a number of independent entrepreneurs, whom he highly experienced in youth training, are planning to set up in business as professional Made A sponsors, eating MSC grants and paying all the costs of work experience and off-the-job training cause they are convinced that it can be done. But apart from any financial benefit scheme comes as a great boon to employers because it frees them from the obligation of employee protection legislation. For every year in which to pick up the trainee to keep on; and the requirements of the mean that they will be forced to use assessment procedures which will make the choice.

And there is another advantage to employers individually and collectively: because of the nature of a foundation year means that they learn some of the skills that are similar to those that are required in the workplace. This means that if they are looking up, there will be already a pool of youngsters who can be trained to carry out whatever jobs are required.

This, indeed, is a major justification of the scheme from the point of view of the Government: the creation of a new workforce that can be readily trained in whatever skills are needed. But the YTS isn't just about training. It is also about the administrative load. There are some 100,000 youngsters in the scheme, and the MSC wants, and even more, to give trainees a worthwhile certificate of achievements.

## ... to colleges

A lot of work and a lot of change. Change, because some of what has been done to go. They will get a new traditional first year apprenticeship course, a lot of apprenticeships will be absorbed into the scheme. They can also expect to see students, both on conventional academic courses, and on vocational courses such as the City and Guilds preparation certificate which is now a standalone similar qualification.

This is the clearly predicted effect of introduction of a scheme offering vocational preparation on a 225 a week advance in place of college courses with discretionary maintenance grants. The YTS may not be as massive as was predicted, many colleges are now in parlous state and are being closed down. YTS because they regard government

programmes as inferior to "real education". But whatever the loss of traditional work, this is bound to be greatly exceeded by the new loads that the YTS will bring.

Firstly, there will be the college-based trainees under Mode B2. Something like 70,000 of them in the first year, although it may be fewer in later years. These college-based trainees will not, however, bring in as much work or fees as the colleges had been led to expect earlier.

During the final year of YOP colleges had been encouraged to develop very comprehensive courses, some offering an alternative to the traditional training in fields such as art and design, others providing manual skills or remedial training for the disadvantaged which consisted of a six month course of instruction in college and the rest of the year on work experience. But a few weeks ago the MSC let it be known that it could not afford, this year at any rate, to pay for more than 13 weeks of college for most of the trainees. This effectively cuts the colleges Mode B teaching lead down almost by half — although trying to find the extra work experience placements will also mean some extra headaches.

For the Mode B work the colleges will be paid directly by the MSC at rates which were still being negotiated this week, and which will reflect the full cost. But by far the bigger new work load will come, not from the courses which the colleges themselves are sponsoring, but in providing off the job training and education for youngsters sponsored by employers under Mode A. If the colleges get all the Mode A trainees it would mean three times as much work as they can expect under Mode B.

But they are unlikely to get all of it, even though authorities have agreed to discount college fees heavily to Mode A employers. Some of the work is bound to go to commercial training and educational enterprises, a number of which are planning to enter the field in a big way; and in many cases employers will provide the instruction themselves on their own premises. This is despite the fact that many managers and trainers in big companies are convinced that no-one can do the job as well as the colleges.

The courses that the colleges provide will be, basically, of two kinds: straight vocational education, including workshop skills — although teaching style and procedures will have to be modified to meet the needs of the new clientele, some of whom will, for instance, not be as familiar with safety requirements as are traditional apprentices. And there will also be a requirement for teaching the life and social skills which are a mandatory part of the YTS programme.

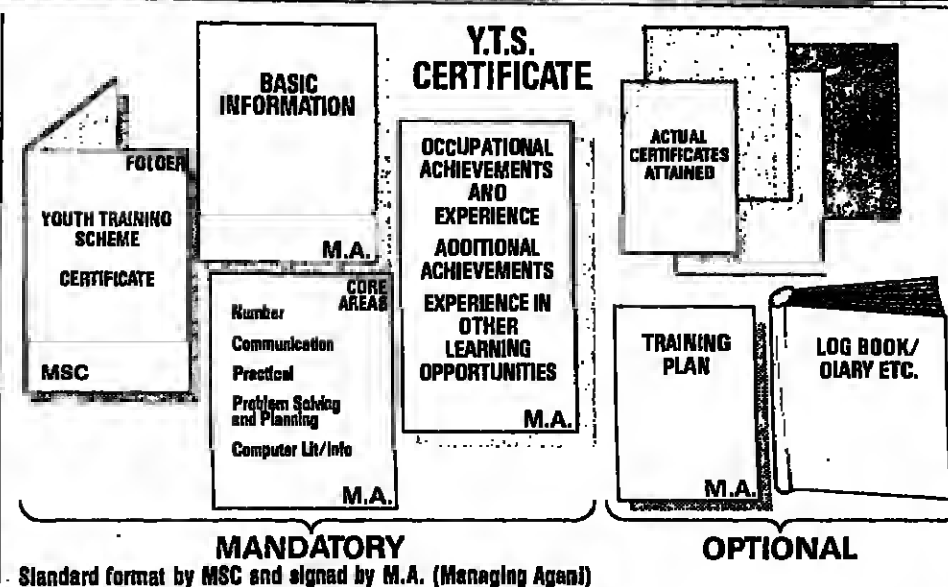
Most colleges will have to take on extra staff to provide these life and social skills courses, which many of them have been running for YOP. In many colleges this work has until now been regarded as rather low status, and often ignored by staff not directly involved. Now it is likely to be seen as a key activity.

Not all the college work will be done in the colleges. Some of them have already got used to running classes for YOP and UVP trainees under "outreach" arrangements, with lecturers going out to factories and other training sites. Now, with much larger groups of trainees to cater for in the big company schemes, this way of working is likely to be used much more.

## Who can join?

Whatever the eventual goals of the YTS, eligibility in its first year is being strictly limited in order to keep numbers down to the 452,000 youngsters which the MSC thinks is the maximum number it can afford and can place.

The scheme is restricted in this first year against entirely to 16 and 17-year-olds, and some will be more eligible than others.



Standard format by MSC and signed by M.A. (Managing Agent)

## Who chooses?

Under YOP youngsters were placed in projects by the careers service. For the YTS, the service will share the responsibility with employers, and is likely to be the junior partner.

Employers can recruit direct, but on present plans will have to notify the placing agencies, the careers service or the MSC's employment services. It means, of course, that employers will be able to be as selective as they think fit. On at least one of the pilot schemes which ran in 1982/3, the firm concerned simply applied its normal competitive apprentice selection procedures.

This suggests that many of the youngsters who, for one reason or another, appear less attractive to employers, such as the disadvantaged, will be left to the colleges and other Mode B sponsors.

## What job rights?

Trainees will not be employees unless they are on Mode A and the employer taking them on offers them a contract. The rest will be in a position rather like that of youngsters on work experience under YOP.

The only contract which will be one between the sponsor and the MSC. So the non-employed trainees will have none of the rights of employees under industrial legislation, such as protection against unfair dismissal, although they are covered by health and safety rules and will be insured by the MSC. The youngsters will be free to leave at any time, but their rights to further places under the scheme are limited.

The only sanction that the commission will have against sponsors who are treating trainees unfairly or failing to provide satisfactory training will be to end its contract with them.

Sex discrimination and race relations legislation has only a very limited application to YTS trainees — it gives some protection against discrimination in selection for training, but only in certain circumstances. But the Employment Secretary is considering using a power of "designation" under the acts which would give any trainee believing he or she has been discriminated against in selection or unfairly dismissed access to industrial tribunals. But this procedure would still give the trainee no right to appeal against discrimination during the work or training.

The commission is planning to extend the coverage of 17-year-olds in 1984/5, and is now trying to decide whether it should admit all unemployed 17-year-olds — which would mean a huge increase in numbers — or all 17-year-olds leavers, which it prefers. The scheme would then cover all leavers under 18.

One reason why the commission would like to move in this direction is that it has realized that in a scheme which recruits youngsters straight from school it is unrealistic to try to decide which of them would have got jobs without a scheme and who would have been unemployed.

## What training?

Obviously in a scheme which is intended to embrace employment of all kinds the type and

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to the YTS



extent of the training given will vary enormously. But the MSC is insisting that all schemes provide a designed programme with certain common basics. It says it intends "to be prescriptive about the content framework of YTS but not about the detail of schemes".

All YTS schemes starting in 1983 have to provide, as well as any training, induction, planned work experience, guidance and counselling, assessment, reviewing and recording of progress and achievement, and a certificate at the end. There has to be at least 13 weeks' off the job training and education and this is when trainees are likely to be concentrating on the core areas which are a mandatory requirement. They are:

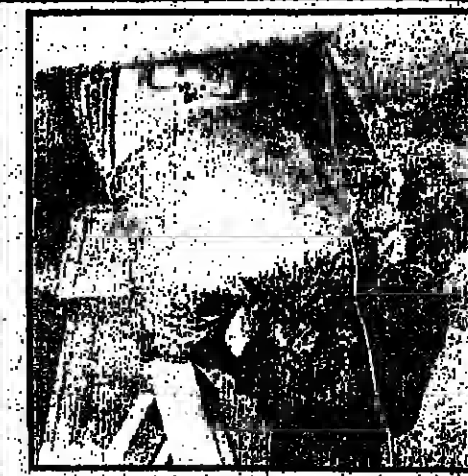
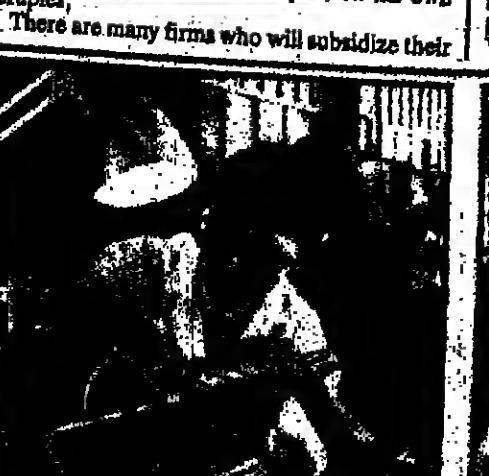
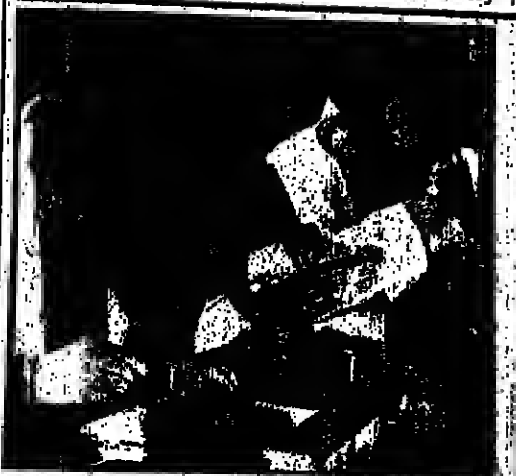
- number and its applications
- communication
- manual dexterity
- introduction to computer literacy-information technology

Since a high proportion of the trainees are not going to find jobs in the industries which train them, a major aim of the scheme is that they should learn skills which will be of use in a broad range of occupations. The MSC has not yet worked out quite how this can be assured.

One approach which has been studied in great detail is that of "occupational training families". This classifies most jobs under one of 11 groups in each of which training can be seen as having a common key purpose. The idea is to offer trainees guidance as to how they can get trainees to recognize how what they are learning can be applied to other related jobs within the same family.

The commission has spent a good deal of money getting Sussex University's Institute of Manpower Studies to refine the scheme over the past year, and a decision is about to be taken over whether it should be a standard part of all YTS training. One question, as with the core areas and assessment for certification, is whether the employers feel they have the skills and the time to operate the procedure.

Certification, is, of course, a key aspect of the scheme. City and Guilds have worked out a form of profile certificate, but here the employers have already balked at the idea of carrying out detailed individual assessment. A compromise, which has been suggested is that the certificate should describe what ground the particular training scheme has covered and in what way.





## FEATURES

## The YTS Guide to the YTS

## What about the quality?

Almost everyone with a stake in the future of young people agrees that the kind of learning proposed for YTS trainees sounds good. Many of them have doubts, however, as to whether it will actually happen. trainees sounds good. Many of them have doubts, however, as to whether it will actually happen.

Not even the most enthusiastic supporters of the scheme inside or outside the commission believe that all employers can be trusted to provide training and learning opportunities to the standards that the MSC is prescribing. Nobody can ignore the experience of YOP which showed that, left to their own devices without effective checkups, many employers simply used the youngsters as cheap labour.

The MSC's chairman, Mr David Young, has said the scheme will stand or fall on its quality. But at the same time, the commission has told its officials in the field to stick to a "hands off" policy; not to interfere with projects once they have been approved. They will make some visits to check accounts and to monitor progress, but the employers' organizations insisted these be kept to a minimum.

Schools are still in great confusion about the Youth Training Scheme. They suspect that it has major implications for them, but since in most cases they have not been involved in the development of the scheme, they feel left out and ill-informed.

Some have said that the YTS is merely the Youth Training Scheme in a different name. Others say it is not. Not only is it a longer scheme, with a formal requirement for off-the-job education and training, and clearer specification of learning objectives, but crucially - from the schools' point-of-view - it is end-on to schools.

YOP was for unemployed young people: all schools needed to do was to make young people aware of it in case they became unemployed. The YTS, by contrast, can be entered direct from school; it is therefore an option available to 16-year-old leavers, alongside the other educational and vocational options already open to them.

Broadly, there are three issues which the YTS poses for schools. The first is the guidance issue of what schools say to fifth-year students about the YTS. Is it likely to be of value to this year's leavers?

It is of course impossible to evaluate the quality of a scheme before it has got off the ground. Doubts abound. Certainly there are difficulties in delivering quality in an employer-led scheme at a time of recession when many employers are preoccupied with survival and when much of the institutional framework for maintaining and improving training standards - notably the industrial training boards - has been demolished. A more equal partnership between employers and the educational system would have a stronger chance of success, and the teaching of the first year of the scheme is almost certainly too low.

Quality in the first year in particular, therefore, is bound to be variable: some schemes are likely to be good; some will be bad; and most will struggle to meet the new demands which the YTS makes of them. Schools therefore need to focus not on the YTS in a global sense but on the particular schemes in their area.

This is all the more important because there is a much more rigid boundary to the YTS than there was in the YOP between employer-managed schemes (Mode A) and MSC-managed schemes (Mode B). Some Mode B schemes, manned by committed and imaginative staff, may offer a better intrinsic experience than some Mode A schemes. But other Mode A schemes will be with employers with a long and esteemed tradition of high-quality induction training. An in general, Mode A will offer more immediate access to jobs than Mode B. The additional principle - that the MSC will fund two trainees who would have been normal recruits if the employers will take on three extra

So how does the MSC propose to ensure quality? The answer is that it is relying largely on the three groups of outsiders to whom it is delegating most of the running and supervision of the scheme.

First, there is the Youth Training Board, a lay body which has been set up to oversee the scheme nationally. Then, the Area Manpower Boards, also representative bodies, which have powers and responsibilities for approving their local schemes. But the effective responsibility for devising the programmes for the trainees placed with employers under Mode A and for ensuring that they are delivered to the MSC's standards, is to be handed to the third and lowest tier in this lay structure, the managing agents. It is expected that there will be 10,000 of these.

The original idea, as put forward by the YTS task group, was that those who would be large employers, industrial training bodies, chambers of commerce and similar organizations, voluntary agencies, and local authorities, who had the experience to recruit youngsters, design programmes for them, and place them with the employers who would act as sponsors. The managing agents were to be given responsibility for the maintenance of quality and standards, and the task group laid down that they were in all cases to operate "within a particular locality".

But since then, the MSC's scramble to reach its target of Mode A places has altered the picture a good deal. First, it has been telling local education authorities that it would rather not have them as managing agents, while encouraging big firms to act simply as agents for their own scheme. Companies with branches spread out over the country, furthermore, are being made national managing agents, which certainly does not limit their operation to one locality. So it means that big employers are being given the main responsibility for policing themselves. There has been a further development -

omorgence of entrepreneur-agents. These range from single individuals to large organizations such as Sight and Sound, the office training company, who have decided they can make a profit out of becoming professional sponsors: they collect the trainees grant and the managing agent fee, pay the youngsters and provide further education/training, and furnish out the trainees to employers for work experience. Again, they will be largely answerable to themselves for the quality of what they provide, despite their obvious pecuniary interest in making it as cheap as possible.

But the managing agents will not have an entirely free hand: the question will be how effectively the rest of the YTS structure of lay bodies and teams of officials will control them.

## The power-sharers

To moderate the hands-off policy which leaves so much to managing agents there are 34 Area Manpower Boards, local watchdog bodies set up to oversee YTS and other MSC schemes. With a membership drawn from the CBI, unions, local authorities, education and the voluntary sector - but not the youth service or the youth organizations - plus any extra people who are co-opted, the boards will approve schemes and discuss any problems which arise. YOP's area boards closed down projects which broke the ground rules and the AMBs can do the same.

The TUC wanted its members to have a right of veto over schemes, but after long discussions at national level, it agreed to a compromise which says, "It is generally expected that AMBs would not approve schemes where appropriate officials of recognized trade unions had clearly indicated that they did not support the proposals."

Who decides whether there are any schemes to be consulted, the TUC or the employers? It is not clear and it remains to be seen how the formula will work in practice. The first year of YTS, straightforwardly from approval managing agents and can be considered and approved by the MSC area office, without discussion boards.

Each area office will be run by a manager responsible to one of the two Directors, themselves answerable to the division HQ at Sheffield.

At headquarters the training division programmes branch, headed by Mr J. Hyniss, has been negotiating schemes annual 200 major national agencies through the Large Companies Unit. The YTS development branch, led by Mr J. Kendall is deeply involved in the human development, and the YTS implementation branch, led by Mr J. Mellish, is up initial policy on funding, forms, and a host of other things.

Heading the whole team is Mr J. Hyniss, service career has included a spell of the Harold Wilson's private secretary.

None of the policies being developed ahead without the approval of the Training Board. This body, set up at lines in the area boards (with the youth representative) has met every week the intem and discussed issues ranging from the relations to the lay-out of training projects which will provide about 14 places.

On the content of YTS courses, the advice by a team of educationists experts on its advisory group on standards.

MSC on post-16 provision. The YTS and the CPVE are "equal" is at present as illusory as the material forms of sparring. Public action that the access issue will apply 1983/84 and not subsequent years and should be made immediately, but then, the sense of illusion will be reinforced by the YTS allowance.

Yet if meanwhile schools do not know the YTS, the notion that they can offer new needs will not do much to promote it. Moreover, if there is a right of veto at 16 between "vocational" training at school, and "vocational" training entering the YTS, this will have a symbolic significance, and should be taken into account. Since vocational educational institutions tend to be away from the "top", and since the school will be wholly academic, part of the school will be academically at 16.

So what are the implications of the pre-16 curriculum? It seems that the pressures from employers on employment which have been exerted on schools in recent years will be more on the YTS. This could mean that schools will have to become more aware of the YTS and become more involved in it.

Some schools because of the demand for symbolic significance, and should be taken into account. Since vocational educational institutions tend to be away from the "top", and since the school will be wholly academic, part of the school will be academically at 16.

This leads to the second issue, which is curricular: the implications of the YTS for what is offered in schools. This can be divided into two parts. Post-16, a few schools are bidding to become providers of off-the-job education and training for YTS schemes. For most, however, the issue is whether, in view of the YTS, they should put in the considerable energy and effort that will be required to develop the CPVE-type courses. The way in which the long-delayed announcement about CPVE coincided with the MSC's announcement about access to the YTS at 17, from vocational schools, was a scandalous combination of the two.

Tony Watts is executive director of the Institute for Career Education, which is jointly sponsored by CBI and Nuffield Polytechnic.

## Schools &amp; the YTS

Tony Watts looks at the difficult position schools are placed in by the scheme: what should they advise pupils and how should it change their teaching?

trainees - means that something like 40 per cent may be taken on at the end of Mode A schemes by their YTS employers, whereas in the case of Mode B this will not be so.

The issue of how the additional principle is to operate, and at what point those who are staying on are to be distinguished from the rest, is still unclear. Within the pilot YTS schemes operating this year, there are examples of the election taking place at the beginning of the scheme, after nine months, and at the end. Leaving it late makes it possible to base selection on what youngsters can actually do in work situations rather than being dependent on second-hand information about performance in the very different school situation. On the other hand, it means that some youngsters will have their long-maintained hopes dashed.

This raises the crucial issue of what will happen to those who do not find jobs - whether with their YTS employer or elsewhere - at the end of the scheme. The proportion entering jobs or further education at the end of YOP has for some time hovered around or under 50 per cent. The proportion for YTS should be higher - but only because of the additional principle - but it may not be too much higher. And in some areas of the country it will be low. This could easily erode the credibility of the YTS, as it has in some areas - that of the YOP.

The danger is that the YTS gets caught between two fallacies. One is: "If young people take advantage of the YTS, they'll all get jobs." The other is: "There's no point in going into the YTS, because there are no jobs at the end of it." The reality is that there are some jobs, but the chances of getting one of them, but that some young people will not get jobs at the end of it even if they are all highly employable.

Public statements by ministers and MSC officials which do the latter point are dishonest to young people, undermining the confidence of people working in the YTS by inviting them to coincide with the dishonesty, and place the YTS in a position of making promises which it cannot deliver. Somehow these have got to be elements built into the YTS which explicitly and credibly demonstrate that it is not only a means of employment, but also a means of developing skills which can be used outside employment.

Meanwhile, the fact that schools have been

the YTS is likely to be in relation to the other alternatives on offer. In most cases it will certainly be better than being unemployed. But is it better than staying on at school?

The difficulty for schools here is that they have a vested interest in promoting their own offerings. In relation to A levels their case may be a powerful one, but in relation to repeat O levels or the pre-vocational courses which are now to be merged in the new Certificate for Pre-Vocational Education, the case will - under current regulations - be difficult to marshal convincingly. There may be some arguments schools can muster in their favour, but government policies have loaded the dice heavily against them. Trainees on the YTS will receive no allowance; moreover, it seems likely that many employers will henceforth recruit through the YTS. The recent announcement that in 1983/84 students on "vocational" courses (though this term has not yet been clearly defined) would probably not be able to enter the YTS even if they become unemployed at 17 makes it even more difficult to recommend entry to CPVE-type courses in preference to the YTS.

In this situation, the moral dilemmas for schools are considerable. The points system means that teachers have a positive incentive to encourage students to stay on beyond 16. This being so, they are expected to lay out the full facts in a fair and impartial way that enables youngsters to make their own informed decisions. Is there not a danger that some of these may allow their uncertainty about the quality of the YTS to tempt them to withhold such information?

This leads to the second issue, which is curricular: the implications of the YTS for what is offered in schools. This can be divided into two parts. Post-16, a few schools are bidding to become providers of off-the-job education and training for YTS schemes. For most, however, the issue is whether, in view of the YTS, they should put in the considerable energy and effort that will be required to develop the CPVE-type courses. The way in which the long-delayed announcement about CPVE coincided with the MSC's announcement about access to the YTS at 17, from vocational schools, was a scandalous combination of the two.

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## REVIEW



## Ape or angel?

By Gillian Peele

Creation Research, which has devoted considerable attention to discovering evidence for the existence of Noah's Ark, and the Genesis School of Graduate Studies in Gainesville, Florida, which offers a doctoral programme in science-creation research. And while many Americans may be tempted to dismiss the products of these institutions as marginal graduates, some will undoubtedly find their way into the country's schools as teachers.

It would however be a mistake to see the issues raised by Professor Nelkin's book either as limited to a few American states or as confined to the simple question of how conflicting theories of evolution and creation should be taught. There is a general hostility to modern science inherent in the mobilization of fundamentalists on the evolution issue and a wider battle for control of textbooks, curricula and schools. The political tendency which has come to be labelled the "new right" is very much aware that its through educational institutions and practices that the battle for the minds of the young can be won. Grass-roots activism is the "new right's" special strength and, as Professor Nelkin emphasises, the "public education system is one of the last grass-roots institutions in America". It is therefore hardly surprising that the schools should have become the target of political groups anxious to create an environment in which traditional American values may flourish and right-wing politics prosper. What is perhaps surprising is the difficulty of the ques-

tions which such activity poses for American scientists and educators. For example, it is quite clear that much of the resentment against the American National Science Foundation stems from perceptions of it - both in and out of Congress - as the representative body of an "arrogant elite" immune from public pressure and parasitic on the public purse. Yet what can the NSF do about such an image? It could spend more (public) money on improving understanding of its role; it could accept lay participation in its decisions; or it could do nothing in the hope that the current climate will change. The NSF has already reorganized itself internally to give its management more control over controversial areas and there seems little scope for further reform.

A second equally difficult question is how far the general public should be able to veto educational material that seems intrinsically threatening to accepted beliefs. The development of a social studies course by Dr Jerome Bruner in the early sixties appeared an enlightened approach to teaching the problems of human behaviour. But "Man: A Course of Study" became the focus of political attack from both the organized right and the unorganized left. Parents found its value-free exploration of such topics as euthanasia and sexual mores less than palatable. The Galtiers - a Texas couple who have become the most prominent textbook censors of America - find much to criticize in relation to the political,

moral and religious bias of current educational material. Yet they also have expressed concern about the decline of standards of literacy and numeracy in the plunge into progressive education; so that while much of their intervention into the school textbook market may seem misguided, there are aspects of their case which could win a more general audience. On what principle, however, is the parent to be encouraged to protest about teaching methods on some topics only?

Finally there is the role of the textbook publishers themselves. Given that they are in business and that many states including the largest textbook markets of Texas and California are sensitive on such issues as evolution the natural tendency is to eliminate controversial material. Only the most cautious texts survive the current process of screening before adoption on to the approved list of state texts so that subtly and insidiously the dynamics of economic self-interest may come to dominate the educational process. It is, though, very difficult to see how this situation could be changed without complete overhaul of the system which allows centralized state commissions to decide which books shall be used in schools and which therefore are subject to intense political pressure to reflect community values.

The author is clearly aware of the problems raised by her narrative and the discussion is sober and undogmatic. On occasion one wishes that some points which she hints at in the narrative were brought out more forcefully. Thus it might have been useful to have emphasized more strongly the degree of involvement in these issues by right-of-centre "think-tanks" such as the Heritage Foundation and the Committee for the Survival of a Free Congress. It would also have been useful to have had a little more information on the way in which arguments within the scientific community are parroted as evidence from a general breakdown in support for evolution and hence as support for the "creation-scientists". And Professor Nelkin's comment that the revival of fundamentalism "fills a social void", though doubtless true, could have been developed.

It may be that the assault on the scientific community that has emerged in the United States primarily reflects that country's peculiar social structure and political system. But there are sufficient echoes here of demands for greater accountability, participation and control - to say nothing of problems connected with funding - to make the book of general interest to all those concerned with the relationship between education, research and the wider society.

## Seraphim &amp; cherubim

Frank Johnson on those who cut the cackle

The book, then, is above all a practical manual. Very few of us actually want to read the righty aphorisms on their homo pitches. A whole volume of Rochefoucauld must be a considerable downer. We can take only so much worldly wisdom. But here he only crops up once a chapter or so. Jollier or more amiable souls justify him on the page. Others of Mr Gross's aphorisms make the great French gloomier, appear in a more affable light. Compared with Schopenhauer, for example, Rochefoucauld is a little ray of sunshine. But the great merit of the book is that we are not stuck with anyone for too long. It is that rare thing: a cocktail party at which the host keeps the Frenchmen, Nietzsche, and the rest - should be there, plus a few minor ones. We also have a right to expect that the great bores be properly represented too, and here Mr Gross does not disappoint. Thus Emerson wanders in and out of several sections, delivering himself of such observations (in the section entitled "Knowledge and Ignorance") as: "The cherubim know most; the seraphim love most." That is one of the New England

who meridian's plithoric contributions. His British rival, Samuel Butler (1), gives him a yarn for his money on the previous page with: "The end of all knowledge is to understand what is fit to be done; for to know what has been, and what is, and what may be, does but tend to do that." He is rightly thrashed by an early eighteenth-century Anon two aphorisms later on the same page: "Whether learning has made more proud men or good men, may be a question."

There is a tiresome patter invariably deployed by reviewers of books of this kind. What you do is let out a world-weary sigh about the predictability of the names which crop up most - "La Rochefoucauld, La Fontaine, Pascal and the Inevitable Chesterfield" - and go on to express resigned exasperation at the complete neglect of the Roman or Kurdish aphorists. It is undemanding work. As Mr Gross would undoubtedly have been aware from the outset, his compilation is really exposed to such glancing blows. But it is easily able to sustain them. For it is pre-eminently an "Oxford Book of..." That means it is supposed to have an Establishment look about it. What the reader expects from such a book is precisely that all the predictable expostions of the higher windbaggy - the Frenchmen, Nietzsche, and the rest - should be there, plus a few minor ones. We also have a right to expect that the great bores be properly represented too, and here Mr Gross does not disappoint. Thus Emerson wanders in and out of several sections, delivering himself of such observations (in the section entitled "Knowledge and Ignorance") as: "The cherubim know most; the seraphim love most." That is one of the New England

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Butler was saying, it seemed, was that one

a deserved four entries. On page 277 he enunciates, better than anyone in my experience, one of the great truths of the universe which should be pondered by all who consider themselves serious people: "You can pretend to be serious; you can't pretend to be witty."

Who, then, comes well out of these pages? The French, on the whole, do not. Anatole France, for instance, keeps on getting his effects simply by shocking us with the device of making a word, denoting a good thing, mean a bad thing. In the section, "Love, Jealousy, Libido," he comes up with: "Of all sexual aberrations, chastity is the strangest. Wise guy, eh? The book does not include my own favourite example of Anatole's trick, from his *Revelation of the Angel*: "The vice most fatal to a statesman is virtue". Disraeli comes out of the book extremely well. "Every man has a right to be concealed until he is successful," is one of his eight entries. Burke sums up the career structure of much of Westminster, Fleet Street, and the television studios with: "Ambition can creep as well as soar". Samuel Johnson, with the largest number of entries, manages to be both admonitory and charitable towards the human race: a double which hardly any of the French can pull off. Johnson is a haven of good health among all the Galtier sophistication.

But the ability to remain healthy, while at the same time being interesting, is possessed most of all by Goethe: the prophet and poet of normality. But what is this - a lot in the book, from Cocteau on page 294? "Nothing more abnormal than the poet who approximates to the normal man: Hugo or Goethe. This is the madman at large. The madman who does not appear mad".

Reviews of reference books on a wide range of topics pages 47-58







## BOOKS

## Voyages of discovery

Mary Jane Drummond on the teaching of reading

**Achieving Literacy: longitudinal studies of adolescents learning to read.** By Margaret Meek, with Stephen Armstrong, Vicky Austerfield, Judith Graham and Elizabeth Plackett. Routledge & Kegan Paul £6.95. 0 7100 9463 9.

There are not many accounts of educational research that fall into the can't-put-it-down category. Please take my word for it that this is one, and don't let anything I say here weaken your resolve to go out and buy it at once. Ostensibly, *Achieving Literacy* is a longitudinal study of five secondary teachers, with one college lecturer, carrying out longitudinal studies of five non-reading adolescents during special reading lessons. But in fact this brilliant book contains at least three different sets of messages. First, there are a great many powerful insights into the act of reading, and the teaching of reading, at both theoretical and practical levels. But there are also important arguments about children in general, as well as these five children in particular; and possibly most important of all, there are profound conclusions about teachers - how they work, and how they learn.

The messages about reading are probably the most predictable. The influence of Frank Smith and Kenneth Goodman is openly acknowledged; some members of the group report that they had to take occasional doses of these two authors to strengthen their resolve. These teachers take the view that "reading has to be taught as the thing that it is, holistically." This fairly abstract expression of intent has serious consequences in real life. It means abandoning the traditional practice of breaking reading down into "piecemeal activities for pseudo-systematic instruction." It means forgetting about word games, eye movements, double vowels and consonant clusters, and concentrating on reading as a grasping of meaning, as "an elusive joy" (a subtitle from the final chapter). This view is expressed over and over again, but it never becomes repetitive because of the cleverly constructed narrative line of the book. It is based on fashionably ethnographic material taken from tapes of the children working with their teachers, and tapes of the teachers working together in their fortnightly meetings. From this material Margaret Meek and the group have created a moving account of how, during their

three years together, their ideas about reading were developing, and, if you agree with them, blossoming most beautifully.

Their changing ideas about what reading is, and how it can best be taught, are often controversial, and forcefully expressed; for example "remedial lessons, as generally practiced, work against those pupils they are intended to help." But sometimes the authors speak more positively; for example, one of the most strongly held convictions is that a practice borrowed from the best infant schools, whereby children construct their own reading material, is central to the growth of real literacy. This must be good news for those infant teachers and others who, armed with Jill Bennett (*Learning to Read Through Picture Books*) and *Breakthrough to Literacy* are at last escaping from the clutches of Janet and John. In short, for anyone interested in the teaching of reading, this is an inspiring book, not least because unlike collections of conference papers, it is so firmly rooted to the real world, where the teaching of reading actually takes place.

But the book is much more than a few bright ideas about how to cheer up special reading lessons.

The second set of messages is about children. By the end of the book, Andy, Trevor, Sharon, Tracy and Chris have become real people - as real as Margaret Meek, or me, or you. And, the authors argue, if these five are real people, then so are all the children we teach. They are not reading problems, or low achievers, or possible dyslexics. They have real feelings - some of them difficult to cope with. Trevor turns angrily on his teacher: "It's a year now. Nothing's happened." These children, all children, are not slabs of Platonic subject-matter, whose difficulties can be diagnosed with tests, and who will respond to a proper programme of specific treatments. And so the experience of teaching them is not a matter of following a set of rules or practices; it is more a question of "the peculiar unpredictable changing relationships of teacher and taught, which obeys no laws and is full of surprises."

As if all this were not enough, the authors still have more to say. The view of teachers' learning presented in this book is a very exciting one. "Doubtless what we learned is contained in all the good advice that is so abundantly offered to reading teachers, but how we learned it is the more important lesson." For

more than three years, these teachers were working in a small, closed group, in control of their own learning. And much of what they learned is concerned with this particular way of working. At the beginning, for example, "we were still tentative about discussing the teacher's strategies in lessons, anxious to approve of each other, rather than to suggest alternatives." As the weeks passed, the teachers learned to recognize and express their feelings more readily. They no longer left unquestioned many assumptions they had earlier used as stepping stones. They became more aware of changes in themselves, because although they had originally set out to investigate the teaching of reading, they soon found they were embarked on a voyage of discovery about themselves - as experts, as teachers, as people.

Some people will hate this book. There is no hard evidence at all, not a reading age in sight. There is no index; there is only a handful of references; it is intensely subjective. But, and also therefore, it is an important book for a very wide audience indeed. The subject-matter is, in a sense, largely irrelevant to the central thesis: good teachers must also be good learners.

## To skim, to scan, to read

**A Dictionary of Reading and Related Terms.** Edited by Theodore L. Harris and Richard E. Hodges. Heinemann Educational in association with the International Reading Association, New York, Delaware, USA. £11.50. 0 435 10410 1. £4.95. 10411 X.

To become a specialist, a topic of learning fences itself about with exclusive language then produces a dictionary to define the field thus enclosed. This safeguards the rights of initiates, while seeming to offer profane outsiders a way of understanding what goes on within the demarcation of the discipline. Reading can now be defined from "a comprehensive sampling of 4,780 main entries and approximately 620 subentries totalling approximately 5,400 terms drawn from the initial body of some 10,000 terms that were identified in the reading literature."

It is a formidable editorial achievement. This supporting consultants and volunteers have been busy throughout the English-speaking world. They have also collected to an appendix word-meaning equivalents for selected dictionary entries in French, Spanish, German, Danish and Swedish. Thus, *auding*, which is missing from the Shorter OED, can be effectively understood from *de-oute* in French, or *Aufnehmen* and *Verstehen* in German. *Interpretation, fixation* and *semantic* are easier to recognize as the same across language frontiers. A bibliography of standard works on reading, chiefly American, from Hays in 1908 to Ralph Stalger's (1979) UNESCO publication, *Roads to Reading*, shows the provenance of many of the entries. Frank Smith, Ken Goodman and L. Vygotsky are linked with Bloomfield, Ogden and Richards, Kavanagh and Mattingly, John Lyons and others under "Books on Linguistics". British contributions are represented by John Downing, M. Vernon and UKRA volumes edited by John Merritt and Jesse Bell.

Reading studies owe most of their arcane vocabulary to medicine, especially the physiology of the eye, the ear and the speech organs, and the world of the mind and brain. The failure and break-down of the mind has made a big addition to the reading *pick-a-order* of terms, and then you

are ready to look up *diadochokinesia*. The relationship of *hyperthyroidism* to reading is in the distractibility of the sufferer and is not specific to the business of becoming literate, as *hyperphoria* might be. *Play therapy* has an entry because it "provides insight into the nature of psychological problems". (Remember *Dibs*!) *Plan* is here a "psychological construct to explain goal-directed behaviour in animals, as in learning to run a maze". Selections have been made in the specific supporting fields chosen by the editors: library science rubs shoulders with literary analysis, so that *cloze drama* is in the same column as *closed vowel* and *cloze procedure*, while *deus ex machina* sits between *determining letter* and *developmental age*.

To read the dictionary is to engage in a strange voyeurism of what reading might become, a process where language mixes up the human sciences and transforms them - together with statistics and typography - into something that has little to do with the pleasure of a text. Look, then, at the crucial entries to see if what you think *reading, book* and *understanding* are matches the definitions of the International Reading Association. It is perhaps indicative of the nature and scope of this dictionary that the first definition of a *reader* is "a book used for instruction in reading". Without the historical perspective of the OED the editors do not record its earliest use in this form - 1799 - nor the fact that a reader, in 1440, was an interpreter of dreams. Under *reading* we have an example of an editorial essay - a collocation of quotations from scholarly works, following Rub. Strang's wise observation that definitions of reading depend on the definition of the task of learning to read. Thus the entry excludes notions of glossing and interpreting in musical and legal reading which would not usually be found in specialist literature on which the dictionary is founded. *Competence*, for example, is defined as "the ability to perform a given task adequately". But in all the phrases linked with "reading" we do not find "reading competence", perhaps because the "strictly definable" nature of reading is still elusive even to these thoughtful and hard-working editors who do not emphasize the collaboration of reader and author or reader and text. From among those whom the dic-

tionary is designed to help it is difficult to choose its ideal reader. Medical and literary specialists will have a more precise understanding of *hemiplegia* and *remorse* than is given here, while teachers of reading who want to become acquainted with readability formulae, standardized tests and discourse analysis will have to look farther. There is a neat and useful distinction between *skim* and *scan*, and *teacher expectation* is described as "the mental set through which teachers filter their perceptions of individual student performance," precisely what I have done to the making of this dictionary.

Perhaps my temperate enthusiasm for a book of this kind indicates my expectation of reading and readers; there is no definition of reading pleasure and continuous reading, and no suggestion of collaborative reading as something that might engage teacher and pupils together. The dictionary gives away most of the secrets, but it still hides the answer to the vital one: what keeps readers reading?

Margaret Spencer

## Paw man

**The Monkey's Paw.** By W W Jacobs. Boydell £4.25. 0 85115 216 3

Far more people could tell you the story of "The Monkey's Paw" than could tell you who wrote it. While its author has slipped into near-oblivion this simpler, much-anthologized tale of the supernatural, with its macabre granting of three wishes, has become a classic of the genre. Jacobs, a popular writer of the 1890s, wrote in various genres - here comic tales of farmers and seamen rub shoulders with stories of upper-class blackmail and murder - but in each case the reader is conscious of a story-teller, not a writer, at work. To enhance this feeling, a number of stories are "told" in the first person.

Jacobs is a neglected master, whose directness and brevity make him delightful to read. Boydell's publication of this collection, to add to the already published *Light Nights*, is much to be welcomed.

Lynne Truss



This seventeenth century painting, probably of Moctezuma, is reproduced in *History of Mexican Archaeology: the vanished civilizations of Middle America*, by Ignacio Bernal, now available in paperback (Thames and Hudson £4.95). Professor Bernal traces the archaeological detective story which has resulted in a body of knowledge about the Pre-Columbian peoples of Mexico.

## Word search

**Starter Red Dictionary a. Starter Blue Dictionary b. Starter Green Dictionary c.** By Betty Root. Macdonald £2.95.

It is obvious that a great deal of thought has gone into this series of three dictionaries. They are both carefully structured and beautifully produced with clear colourful drawings.

The first, for children who are just beginning to read, takes as its subject matter those aspects of life more familiar to young children: my family, my house, in the park, for instance. Each subject has a large labelled drawing and small drawings of activities such as "what people do in the living room". In the park etc. There is also a word list.

*Starter Blue Dictionary* is very similar but the subject matter is less tied to children's direct experience. There is, for example, a vivid section on dinosaurs. There is also

an introduction which the children are obviously expected to read themselves (all the dictionaries have introductions for parents and teachers), and after each section a number of activities which encourage children to use the wordlists, to make their own dictionaries or to think about alphabetical listing.

*Starter Green Dictionary* is very similar but has a more sophisticated vocabulary. These books represent a delightful way of increasing a child's vocabulary and most children will love exploring them. They demonstrate an interesting instinct for those subjects which are loved by the relevant age group. The first Starter Dictionary has a section on family relationships, for example, and the third on castles and all the fascinating vocabulary which goes with them. They are relatively inexpensive too.

Carolyn O'Grady

## Pity the monster

**Robert Lowell: A Biography.** By Ian Hamilton. Faber and Faber £12.50 0 571 13045 3.

A "dishevelled, sturdy Lear, one buffeted and humble after the purgative climax", capable of making "his exhaustion/light of the world". Robert Lowell described by Seamus Heaney at the London memorial address, October 1977. In Heaney's *Elegy* Lowell's life journeyed across "the ungovernable and dangerous", a course charted in detail by Ian Hamilton from rebellious childhood to precarious maturity.

Robert was born 1917 with a flawless New England pedigree. The nomadic naval household was eventually steered by "Mother's helmsman hand" to Boston, Robert to an episcopalian boarding school. The menacing, belligerent schoolboy Cal (Caligula/Caliban) emerged as a "creative spirit" after a self-imposed regime of intense study and improvement.

He steamed into the literary world "abristle and untamed". "My only anchor was a suitcase, heavy with bad poetry." Stimulated and encouraged at Kenyon College and Yaddo writer's colony he conquered iambic verse, won the 1947 Pulitzer Prize and was acclaimed America's leading poet in the seventies. En route he embraced catholicism, and tangled with politics and three marriages: to Jean Stafford, Elizabeth Hardwick and Caroline Blackwood. The awaited death came at 60 to a taxi ferrying him

across the East River to Manhattan. Clothing these bare essentials Hamilton presents Lowell the manic depressive, desperately resisting the almost yearly cycle of "Talking like a machine gun with blazing eyes", the struggle through "the old perverse dark maze" of padded cells, strait-jackets, locked wards, drugs and shock therapy. And afterwards, the "fragments of the true man" apologizing for being a "reincarnation of the Holy Ghost... homicidally hallucinated", recognizing that "the glory, violence and banality of such experience is corrupting" and trying to suppress the fear of "unspecified, unlimited pain".

"Telephone wires burned, letters flew... parties buzzed with what was happening to Cal", recalls Eileen Simpson (*Poets in Their Youth*). Hamilton is an excellent pilot through Lowell's turbulent storms, but in cataloguing the driftwood he casts only a cursory glance at the salvaged hull.

This is a black and white portrait of a once jalled "fire-breathing Catholic CO"; for M. L. Rosenthal an "infinitely demanding... engaging soul", for Eileen Simpson a view of "terrifying innocence", an "appealing gawkiness"; for Mailer "that slouch, that personification of ivy climbing a column". There are elements of humour - the poet's proposed married bliss "writing the world's masterpieces, swimming and washing dishes", the father at 40 discovering his "one moral plank, an undiluted horror of babies, has crumbled... all values are standing on their ears" - but much sportive

artifice in the poems passes unremarked. Hamilton's analysis focuses on what Vereen Bell recently termed Lowell's "chronic and eventually systematic pessimism". "Yet poetry was both scourge and solace: 'I know I've gladdened a lifetime / knotting, undoing a fishnet of tarred rope'. Despite paralysing fears, Lowell fought his 'mind's / nomad quicksilver'; anything less was to remain 'frizzled, stale and small'. Like John Berryman he lamented dead friends - 'empty grows every bed' - but the frenzied activity that produced *Notebook 1967-68* was valued as a chance to 'verse the marvellous varieties of the moment'. Solace for both poet and reader is little investigated.

Those familiar with Lowell will however welcome Hamilton's meticulously researched facts elucidating, in Alvarez's words, the "extremist art" of personal confessional poetry; a broader-based critique would have been a bonus. Lowell's line "My mind holds you as I would have you live" partly characterizes Hamilton's approach. The aging Lowell anxiously asked Eileen Simpson about future biographers: "Would they... get it all wrong?" Not wrong, just not quite. Heaney's "master elegist / the welder of English", but we do get Rosenthal's reckless poet who "wrote like a neurotic angel."

Kamini Knill

*Robert Lowell: Nihilist as Hero*, Harvard 1983 (£14.00. 0 674 77585 6).

## Same but different

**Ask the Children.** By Nicola Madge and Meg Fassam. Batsford £5.95. 0 7134 1896 6.

**Reshaping Remedial Education.** By Geoff Sewell. Croom Helm £11.95. 0 7099 2348 1.

**Placing Children in Special Education.** Edited by Heller, Holtzman and Mesnick. National Academy Press £17.00. 0 309 0 3247 4.

"What does it really mean to be young and disabled? We decided to ask the children" is the opening to the Introduction to *Ask the Children*, an excellent book which, had the authors been in a different mood, might have been called "Do They Take Sugar Candy?". Certainly the youngsters interviewed came up with answers which, in the nature of things, are challenging enough to make us realize that it is we who are handicapped in our dealings with the disabled.

But where do these children fit in the education system? "Related to the likes and dislikes of present schools are wishes to be placed elsewhere. The children's opinions

demonstrate quite clearly that it was those in the special schools who were most likely to say they would prefer to attend a different school (even though, as a group, they were most appreciative of their current placements) and that it was those at the comprehensive who appeared to be most happy to stay where they were." A brief review must beg many questions: the book does not, and the authors are to be congratulated in making their findings at once so readable, objective and so un sentimental.

*Reshaping Remedial Education* is a well-researched study of an area of education with which it could be argued, we have been trying to do our best of our ability. Geoff Sewell poses some fundamental questions, not only about method, but also about need, physical, emotional and other contexts, purpose and equity within the system. Good strong stuff. Still largely thought of as a need, that came to light among the (re)discoveries of the sixties, Sewell points out that it goes back to the twenties and earlier. His approach is eclectic, and Warnock, in particular, gives rise to some truly pertinent

comment and discussion. Indeed, it is the best critique of Warnock I have yet come across, and deserves the serious attention of HMI's and heads of schools, as well as teachers in general.

*Placing Children in Special Education* is an American salad, mixed, good in parts, and seasoned throughout with an unfamiliar alphabetical dressing - OCR, IEP, EMR, CPS, AAMD, IQ (very recognizable... this) CMV and WISC.

What is familiar, important, and needing to be read, is the chapter "Disproportion in Special Education", relating to overrepresentation in special education classes. We've only recently started to put the questions here - the Americans have been at it for years, and have discarded techniques we ourselves are only now beginning to devise. In a sad note, the authors conclude that the inherited and developed IQ system of measurement still stands unchallenged, though "the pursuit of alternatives is recommended".

Joe Benjamin

## Tried and tested

**Between the Lines.** By Eleanor MacLean. Black Rose Books of Canada £6.95. 0 919619 12 6. Distributed to UK by Housmans Distribution Services, Caledonian Road, London N1 9DX.

Someone (the author? her publisher?) has subtitled Eleanor MacLean's book *Between the Lines* "How to Detect Bias and Propaganda in the News and Everyday Life". Implying both that it is a practical manual - which it is - and that bias and propaganda can be pulled out and examined like adjectives or bid teeth which they assuredly cannot, neither in this country nor in Canada where the book originated.

That, however, does not seem to

have occurred to Ms MacLean. Although she is much exercised by the need for objectivity, that very concept is wholly lacking in her nature. Good, unbiased, propagandist-free journalism to her is simply that which bolsters her own opinions and prejudices. She has a particular concern for the Third World, but also gets hot under the collar at the media's treatment of "the labour movement, environmental, solidarity, women's groups and many others". Hardly then the most unbiased of authors herself (nor even the most felicitous of writers).

Everything comes out in her crucifixion (hardly too strong a word) of a pretty unexceptional piece of feature writing about the civil war in Zimbabwe. Her analysis, far longer

than the original article, uncovers all manner of faults, unverifiable facts, implicit argument and racism among them, and even finds something sinister in the fact that the original photo-illustrations were in "blood-red". Closer reading, however, again something much encouraged by Ms MacLean, leaves one with nothing so much as an impression of her own political nativity - an impression borne out by her suggestion that some very dubious material and extracts from an interview with Joshua Nkomo are somehow preferable as "truth". You can't have your cake and eat it.

Hugh David



"I know a charming lion who lives at St Pauls Cathedral" says Helen Long at the outset of her book *City of London Safari* (Abson Books £1.95). Above, St George, horse and dragon in St Lawrence Jewry, next door to the Guildhall.

## Tinsel city

**Moving Pictures: Memories of a Hollywood Prince.** By Budd Schulberg. Souvenir Press £9.95. 0 285 02525 X.

As a writer (credits include *Sammy Goes South* and *On the Waterfront*), and as a born insider, his memories supplemented by his father's (a comfort to him after his downfall from the heights of Paramount), and by his own knowledge of earliest cinema - a raffish game played for low stakes and increasingly high wins - Budd Schulberg is able to give us an account both literate and detached of his bizarre principality, a fairground world, lacquered together with cardboard and money. Detached (a saving grace), not merely because Schulberg was a child during the period recalled, but also because he suffered from an apparently incurable stutter and was thus doubly consigned to the silent observer's role. But the stammering boy was astute and retained forever his insights into studio life.

Schulberg's family had followed the movies from the close Jewish immigrant quarters of New York to the unconstrained spaces of the West Coast, where the writ of the Anti-Trust laws found it hard to run, from an atmosphere of material

deprivation and spiritual fortitude, to one of excess wealth and spiritual andly, the former turned east to the old world, the latter west. His mother's sharp mind was well-attuned to the power struggles that shook the rickety studio structures in this new world, but his able and easy-going father resented her wisdom in these matters. Meanwhile he was not immune to the temptations lurking under the studio lights, and so the Schulbergs became in their turn pickings for the gossip-columnists ever hovering near the swings and roundabouts.

Schulberg's book is a loopy one, and my interest flagged when he turned his back on the merry-go-rounds to recall his private boyhood concerns - tennis, pigeon-fancying, on so on - but I can easily forgive him recording this if it helped him to fix on paper this immediate and particular history of Hollywood life, of film-making, of Clara Bow, of Mary Pickford, Douglas Fairbanks, of Garbo, von Stroheim, Dietrich, of all the glove-masks and furriers who became moguls, thus exemplifying the freedom and mobility of the American way of life in the colourful silent days.

Sue Lerman

## THE CAMBRIDGE GUIDE TO ENGLISH LITERATURE

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## BOOKS

## Children's literature

## Sitting comfortably

Did I Ever Tell You... About My Birthday Party? By Iris Greider. Illustrated by Tony Mason. Hutchinson £3.95. 09 151230 1. More Stories from Lillian With Mother. Illustrated by Douglas Hall. Hutchinson/BBC £2.95. 09 151440 1. Pete and the Doodlebug and other stories. By Griselda Gifford. Illustrated by Peter Rush. Macmillan £5.95. 333 33636 4. Here Tomorrow, Gone Today. By Tim Kennemore. Faber and Faber £5.50. 571 13011 9.

We tend to store our past experiences and sense impressions in story form and with each successive telling they assume a more embellished shape. *Did I Ever Tell You* reads like a delightful lucky-dip into the author's rag-bag of memories, bountifully subtitled by her own imaginative fantasy, which the very young reader (around five to six) will love to share. Mrs Greider penetrates the mentality of the young child with a warm understanding and captures to the T the things they come out with. Very young readers may well find that making a small girl eat a real live worm is a bit of a mouthful but they'll swallow it alright and laugh their heads off. Every story is in fact great fun - amusing, exciting, pleasantly informative (a beginner's introduction to the world of flora and fauna) or a combination of all three. "About an Expensive Concert" is an uproariously funny recipe for an organized disaster. First, collect your trio of highly professional performers. Second, do a door-to-door canvass offering scraps-of-paper tickets at 3p a time. Third, when

the result of this is only two buyers, distribute the tickets gratis to all and sundry. Fourth, the audience being still only minuscule, you pay people 3p to come. The concert is, of course, an utter flop: child audiences can be punishingly critical of their peers, some demanding their money back and others claiming payment for coming when they discovered that some have already been thus imbued. A chaotic masterpiece of disorganization follows.

There's a line in Iris Greider's first story that deserves entry into British weather lore: "Rainbow rain doesn't make you very wet". And she has another, about the importance of swimming, that should be framed and hung in every primary classroom.

*Listen With Mother* starts off with an encouraging and very generous introduction from Sir Harry Secombe. There follow 20 safely traditional little tales ranging, predictably, from the mediocre to the excellent. Most of them have the indispensable cumulative and repetitive features and some are sure winners though it's unlikely that the reviewer's choice would coincide with the young readers' - it's a hazardous business getting through to the recesses of children's minds. Children take their stories seriously, a seriousness which should never be underestimated. Stories deal with, to them, highly important matters and at the tender age of three they seem capable of feeling intense emotions of joy, sadness, fear, pity and grief.

Two or three of the contributions might strike the adult reviewer as cheap or sick - Father Christmas at the seaside, for example, complete

with elves, gnomes, ice-creams and crisps. Between contrived invention and genuine fantasy there is an awful gap.

Fantasy features in only one of Griselda Gifford's stories. A black boy, adopted by a kindly family after growing up in a convent on whose doorstep he was found, dreams of rescuing a princess from the prison of a cruel wizard. The others are about courage and heroic rescues in peace and wartime.

Mrs Gifford is good at conjuring up an atmosphere of mystery but no sooner is this done than she lets you down rather badly. On the whole people are a bit too good, too predictable, in these stories; never are they exciting enough to make you not want to put the book down. Mrs Gifford, we are informed, "runs classes in writing for adults and has taught creative writing in schools". The present collection would be here an indifferent testimonial.

*Here Tomorrow, Gone Today* is a lively and often notouly funny hunch of stories with occasional touches of brilliance. "Salmonella" is a near-perfect study of adolescent hero-worship with an unexpected rude awakening. In "Cleo the Vigilant" the author shows an uncanny ear for schoolgirl dialogue; this one is such a stunning story it deserves a full review all to itself. "Rock of Ages" and "Box of Tricks" paint a terrifying picture of what could happen (heaven forbid) to our young - and middle-aged - citizens in the not too distant future if we're not careful. Tim Kennemore's writing is brisk, witty and with it. Her school years are the wits.

Stephen Corrin

## I believe, you believe

New Directions in Religious Education. Edited by John Hull. Palmer Press, £10.95 905 273 31 3. £5.95 905 273 30 3. Comparative Religions, A Modern Textbook. Blackford Press £6.95.

The teaching of religion in schools has had a history as contentious as it is complex. It is hardly surprising that divisions of opinion common to several subjects are particularly sharp in this area: balance between the transmission of received knowledge and values, academic study, individual students' development. Although it still has, of any subject, the smallest proportion of professionally qualified people teaching it, study of the religious aspect of human experience and behaviour is part of an adequate understanding of how the world works. Unfortunately, scarce resources are no help to the quality of debate and of teaching materials as these two books demonstrate.

John Hull's collection of articles with linking commentary provides a representative diverse sample of work over the last decade. The 17 articles are grouped under five headings: empirical foundations for RE; pluralism; curriculum development; teaching methods. They first appeared in the *British Journal of Religious Education*; the publishers might have noted this before page xvi of the introduction.

Some of the most stimulating contributions are those closely linked to detailed empirical research. Leslie Francis finds that the West Riding's neo-confessional syllabus does not produce the expected results. Church of England primary schooling is less favourable to later religious development than that of non-CE schools, especially Roman Catholic ones, though here it seems likely that the difference may not reside only in matters of syllabus.

Perhaps the single important paper is that by John Pentling, a follow-up to end critique of Goldman's Piagetian model of children's religious development. Pentling accepts the general model but finds the development of abstract thinking far more varied than a transition at 13 or 14 years suggests. His most searching claims are that abstract religious thinking varies inversely with religious practice and that religious

awareness undergoes regression in the early twenties, with a return to the thirties and early forties again in the fifties. Thus there is in 9 and 55 plus years a common. Amongst other things it points to the need for educational programmes in religion for adolescents.

David Gooderham contains an observational study on the religious beliefs of some primary and secondary school children. The collection also demonstrates the need for empirical research to test the assumptions and arguments in RE.

Owen Cole and his colleagues have undertaken a unique educational task: a presentation of religious beliefs in their own words. Thus there are articles on Catholicism (Cole), Hinduism (Niahe), Islam (Riadh El-Droubi), Jainism (Douglas Chering), and Sikhism (Pina Singh Sambl). The volume of Buddhism is unfortunately a little weight to the fallacies of that multi-racial issues in this or try are the most important for multi-faith education. The many contrived attempts at religious unity in this volume are disappointing. Basic issues of scripture, history, beliefs and so on. Each contributor has scope for his own religious and personal reflections on the contemporary situation. If Pentling considers the difference between the religious and the secular, and that of successive generations in this country, Pina Singh Sambl quite direct in his statement of Sikhism as male dominated and that his awareness of difficulties in teaching traditional education. Whilst packed with information of Islamic history, it is perhaps a little more concerned with putting forward an uncompromising traditionalism.

The enterprise is a successful one and makes for lively, fresh and informative reading. It is disappointing that the new CESE and O level syllabi in World Religions, but does not place in any humanities or social studies library. The risk is that sounds like a publisher's marketing hunch rather than what would be a contribution to have had in a "Comparative religion" or "Religion in studies of religion". The "parative religions" is a little sense.

Adrian Cunningham

## Roman mosaic

A Handbook of Roman Art. Edited by Martin Henig. Phaidon Press £15.00. 7148 2214 0. £9.95 7148 2301 5.

A companion to Gisela Richter's *A Handbook of Greek Art*, first published in 1959, and now in its eighth edition, this admirable vademecum to the Roman visual arts possesses all the merits of its predecessor, even though it is a compilation of works by various contributors. Martin Henig, its editor, lectures on Roman art and archaeology at the University of Oxford, and he has chosen his contributors from a wide range of experts to cover 12 different aspects of Roman art, including, in addition to the expected subjects, some such as the visual arts, and epigraphy which give the book a wider use and relevance.

For the general reader, the historian, or even the Latinist, more concerned with language than art, the book is full not only of useful and illuminating information, but packed with fascinating details. Did you know for instance that Roman glass was used by the Romans as tooth-powder, and for medicinal purposes? That it was considered vulgar to wear any jewellery apart from a signet, and that

those who did were either provincial? That schools of mosaics called the *Opus sectile* and *Opus tessellatum* were used to retail gossip or satire - one cup, for instance, shows two Claudian princes engaged in homosexual acts - and even a kind of expensive *Opus sectile* that Pompeii's Plautus, governor of Lower Germany to AD 40, was father was a Roman knight, and who, according to Pliny, "described from a life-size portrait in skins" took 12,000 pieces of silver plate with him when he went on campaigns against the barbarians? That the horse in Mark's Square in Venice was made in the reign of the Emperor Augustus? (c 20 AD).

The illustrations are excellent: bibliography adequate and up-to-date, and though the last specialist reader might have benefited from more generalised information, the book is a valuable addition to any library. It is a pity that it is not available in paperback. The book is a valuable addition to any library. It is a pity that it is not available in paperback. The book is a valuable addition to any library. It is a pity that it is not available in paperback.

Bernard Deane

## RESOURCES

## Vive la française!

by Robert French

D'accord Stages 1 and 2. A L. Antrobus and G. F. Pugh. Pupil's book £2.75; teacher's book, £2.50; flashcards, £14; cassettes, £25 for three in each stage. Longman, Harlow, Essex.

So many excellent materials and courses have appeared in recent years, and Longman themselves produce so much that is good, that I approached their new A-V French course with excitement, and some apprehension. The original Longman's A-V French course has suffered a dramatic drop in popularity in schools and education departments. Would *D'accord* offer a genuine alternative not only to the frames from the A1 filmstrip applicable to the new courses, notes and suggestions on the teaching of the chapter; and the tape script for the listening practice.

The notes and suggestions are disappointing. They comprise rather less than one side of ideas, and although some are useful, the burden of preparation is not shifted from the teacher to any significant extent. ("Fini" may be practised by question and answer using a clock face; eg "A quelle heure est-ce que les cours finissent?" "A quelle heure est-ce que Marie-France finit le travail?")

The layout is improved and the informational content on France is increased, although one feels more as a gesture to modern demands than from real conviction as to the value and purpose of such cultural information.

New materials yes, a new course no. Certainly not a major departure from LAVF stages A1 and A2. My excitement died and my apprehension was proved justified.

## Mr Calvin's truths

by Gorman Stafford

Jean Calvin. T H L Parker and the Reverend R. Buick Knox. 60 minutes discussion. Reel to reel, £9.75 plus VAT; or on cassette, £9 plus VAT. Sussex Publications Ltd, Poulshot, Devizes, Wiltshire.

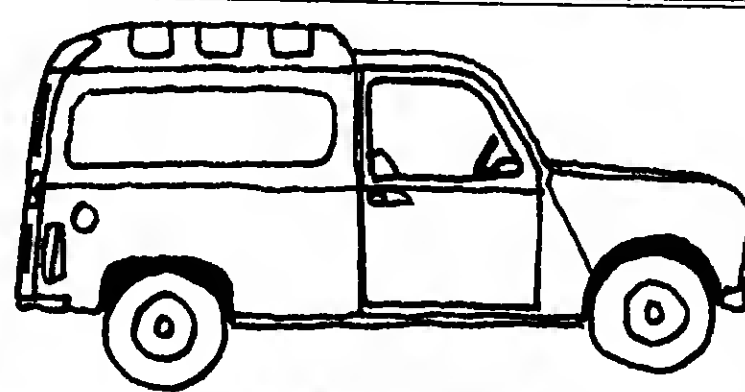
The life, theology and work of Jean Calvin form the subject of this carefully constructed discussion. There is an unusual urgency, even intensity, to this conversation. One feels that getting Calvin right matters a great deal to both participants - but getting Calvin right is no easy business, nor has it been at any time since his death in 1564.

The first half of this discussion focuses on Calvin's early career, his conversion, and the central themes of his theology. The more personal details of his life, which Calvin himself in later life did little to rectify. Historians must therefore speculate to some extent as to the predominant influences of his formative years.

The discussion of Calvin's theology, inevitably brief, serves as an excellent introduction. The Bible remains the only true source of doctrine. God is omnipotent and omnipresent; belief in Christ acknowledges this potential; man is predestined to life or death; "terrifying thought" to Calvin then and to many since. But while Buick Knox, Calvin's theology is impoverished by being presented neatly as a system. Parker is more inclined to view it as a consistent whole.

TO LIVE AGAIN. A film showing how, in more than 60 years, some 7,000 men and women, blinded on sight, have been educated and trained by St. Dunstan's. Blind men and women tell about their lives and demonstrate their work in physiotherapy, telephony, carpentry, film production, sewing and higher education. Please write to P.O. Box 4079, St. Dunstan's, 181 Old Kent Road, London SE16 6BT. Tel: 01-723 5021.

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One of "D'accord's" flashcards

Stage 2 offers a new pupil's book, teacher's book, recordings and two filmstrips, relying on stage A2 components for filmstrips, workbooks, worksheets and readers. (As the sequence of frames from the A1 and A2 filmstrips has been altered, teachers are advised to cut up the filmstrips and mount them as slides.)

The teacher's book has five sections in each chapter. These are: a summary of grammar and structures; the new vocabulary; details of the frames from the A1 filmstrip applicable to the new courses; notes and suggestions on the teaching of the chapter; and the tape script for the listening practice.

The notes and suggestions are disappointing. They comprise rather less than one side of ideas, and although some are useful, the burden of preparation is not shifted from the teacher to any significant extent. ("Fini" may be practised by question and answer using a clock face; eg "A quelle heure est-ce que les cours finissent?" "A quelle heure est-ce que Marie-France finit le travail?")

## Man under bonnet

by Hugh David

Doing Things. Photographs and activities about work, play and equality. Serawood House (Publishers) Ltd, 21 High Town Road, Maidenhead, Berks. £2.50.

When discussing careers with your class you do always include examples of male secretaries and nurses, and female lawyers and lorry drivers? Do you habitually refer to "police officers" rather than "policemen", and remember that there are adults who have chosen not to marry? Do you, really?

The questions come from checklists in *Doing Things*, an activity pack "about work, play and equality" which has been compiled by a group of teachers at Maidenhead Teachers' Centre. It is based on a set of 24 photographs of male and female persons doing things in and around the house - a girl mending a motor-bike, a woman cooking; a man under the bonnet of a car, a boy playing with a doll's house - and designed to provoke classroom discussion and activity about sex roles and prejudices.

This is assuredly well. The well-produced teachers' notes provide copious ideas for its use, ranging from a simple Kim's Game to extended discussions on inequality and individual freedom. Unfortunately there are no ideas on how to prevent the boy playing with his doll's house from being called a "pansy", or worse once he leaves the artificial environment of the classroom for the outside world.

But then - dare one say this? - the side of the equation seems of lesser interest to the compilers of the pack than pressing the case for female lorry-drivers. Nice women (ironically, co-ordinated by a man), they have not seen fit to include a single man among the authors quoted in the teachers' notes.

Final note: this review was written by a male reviewer-person; his hands still show from the washing-up; it was commissioned and edited by a woman. The *TES* is edited by a man.

## Evolution of nowhere

by M J Clark

The Growth of a Town by Ruth Way. The Earth Today: Britain. Filmstrip and handbook, £4.75. Optional audio cassette, £2.60. Visual Publications, 197 Kensington High Street, London W8 6BB.

Faced with the problem of reconstructing and illustrating long sequences of evolution - whether historical or geological - geographers have frequently adopted the method of combining a series of different stages of development from entirely different places. Although the resulting amalgam is in a sense entirely artificial, it does often achieve a clarity and representativeness denied to the meticulous reconstruction of a single example. Whilst confronting some of the inevitable deficiencies of this approach, Ruth Way uses it with particular effectiveness to bring to life the *Growth of a Town* in a fashion which will delight all but the most inflexible purist.

The device employed is an imaginary town ("Chipping Stratford"), presumed to lie at a crossing of the River Ouse, which is followed from its pre-Celtic origins through a series of modifications (Roman, Saxon, Norman, pre-industrial and industrial), to reach its present state as a thriving commercial/industrial centre with a population of 50,000. About one third of the 42 pictures refer to the twentieth century - enough to whet the appetite of the student of modern times without attempting to offer a comprehensive contemporary study.

The evolutionary skeleton is provided by seven excellent detailed landscape sketches which chronicle the major stages in the development of site and layout. For the early period these are interspersed with a variety of archival illustrations of settlement function and way of life, for the filmstrip is aimed at a broad market spanning historians and sociologists as well as geographers. As the nineteenth century is approached the number of photographs increases to put flesh on to the bones of the outline sequence. With such a rich diet of diverse sources it seems in principle unlikely that Chipping Stratford could retain credibility, yet in the event the illustrations and reconstructions do blend together to a surprising and satisfying extent.

As usual with VP products, picture quality is excellent and the standard of graphics outstanding. The filmstrip is supported by a 16-page booklet which describes each frame and sets it in a general teaching context. Of particular value here is the fact that these notes provide both an integrated commentary on the development of the hypothetical town (these comments being reproduced on an audio cassette), and also information on the actual examples being used for each illustration (including location).

Thus the teacher has the option of supporting the illusion of Chipping Stratford, or of recognizing it as a notional synthesis by specifying the varied components out of which its hypothetical story has been built. In this way the filmstrip maintains a compromise between model and case study, and against all the odds manages to capitalize on the advantages of both.

## Gratitude for loaves

by David Self

Thank You for a Loaf of Bread. Booklet and overhead projector transparencies. Lion Publications. £12.95 (inc. VAT).

Ob dear. Theoretically it could be a good idea: a visual aid to help young children to be grateful for the staple food of life, bread. Grateful to the shopkeeper, delivery man, baker, miller, grain store, farmer, seeds, soil, rain, sun and God. *Thank You for a Loaf of Bread* tells the story of Mark, who traces the life of his loaf of bread back to source and who says thank you at each stage. ("Thank you, store.") The story is printed as a 24-page booklet, illustrated with colour photographs. The text by Patricia and Victor Smeltzer is fine, the printing excellent. So far, so good.

But the booklet is only part of an extravagant package which includes 10 colour transparencies (of photo-

graphs in the book) for use on an overhead projector. The brief teachers' notes suggest it "can be used as a lesson complete to itself, with the text being read aloud by teacher or able pupil, each transparency being displayed in turn". An unimaginative notion, and not a cheap five minutes at £12.95.

Obviously it is good that children should learn to value a commodity that in both of practical use and a religious symbol of considerable significance. It is equally good that they should learn to say thank you, but they might also learn that £12.95 could be very much better spent - perhaps on bread for those to whom it is rather more of a necessity than this slight luxury.

What finally weakens the credibility of *Thank You for a Loaf of Bread* is the fact that coming soon in the same series is *Thank You for a Woolly Jumper*.

Shouldn't you be using a

## VIDEO

prospective to attract new pupils or students?

Contact Peter Aarvold, Gabbittas-Thring, 6-8 Seckville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

## Gabbittas-Thring

For Educational Marketing



## Best friend to the little children

by David Self

ETV  
Gather Round  
Gramplan Television for the ITV network  
Monday 10.48am in Anglia, Central, HTV, Thames, TVS, Tyne Tees, Ulster and Yorkshire areas; Tuesday 9.45am repeated Thursday 10.21 a.m. in Border, Grampian and Scottish areas

Compared with school radio, television has made little provision for religious education. Apart from occasional units of programmes in general series such as the BBC's *Scan* and a regional series made by Tyne Tees, the only real contribution has been from ATV (now Central) - *Believe It or Not* - which is firmly multi-faith in content and objective in presentation.

This year void is being filled in part this term by a series for primary schools, *Gather Round*, made by Grampian TV, the Aberdeen-based company which provides programmes for north and east Scotland.

In Scotland, it was enthusiastically received by both pupils and teachers ("It gave the idea that RE could be enjoyed"). An English television executive described it as "putting the clock back years", while Granada and Television South West have decided not to transmit it.

*Gather Round* is Christian in content and confessional in approach. It is also rather good. True, the presenter, Frieda Morrison, is uncomfortably glad to her autograph in the early programmes and she has been given some very clumsy links. Occasionally she patronises her audience, but she also radiates sincerity.

Each programme opens with a montage of film and children's art and a commentary made up of children reading their own observations on the particular theme. These sequences appear most effectively to young

viewers, though they might have been even more arresting if someone had recorded children talking, rather than reciting.

Each programme also includes a gospel story illustrated by colourful paintings and (apart from programme four) a modern story on the given theme.

These modern stories are acted out on film, on location, while the presenter narrates the action. The director (or possibly the editor) is to be congratulated on finding some very competent and natural young actors, including a boy who appears to be able to blush on cue. Linking the components of the programme is the "Gather Round Song", the one element which limits the series to its target age range of eight and nine-year-olds.

Teachers are provided with a wallet of useful notes and follow-up material, and Sassenachs need not fear an excess of Scottishness. The only directly Scottish reference is to a school janitor. Viewers in the south may rest assured that viewers in Glasgow will be equally bemused by the idea that a janitor is a good example of a helpful friend.

Grampian has found a good format. It would be nice to think they will go on to make a new series with a more open approach, since it is not every British school where it will be relevant to conclude a programme on friendship with an injunction from the screen that "Jesus is the very best friend of all". Few would quibble with an injunction from the screen that "Jesus is the very best friend of all". Few would quibble with a programme that ended, "Christians believe that Jesus is the very best friend of all".

Grampian cannot win. It is a pity that the regional showing given it by the BBC is not as good as the one given it by the BBC. The Bible story was not dominant enough, and another as having stopped viewing because she felt that to illustrate RE with modern stories was unacceptable.

## Opera comes home

by Hilary Finch

### VIDEO

The Tales of Hoffmann. La Bohème. Covent Garden Video Productions Ltd. Distributed through Thorn EMI Video

Opera in general, and the Royal Opera House in particular, remains - nearly 400 years from the first opera ever written - inaccessible for far too many young people. But the role of one-time-honoured obstacle may well be fast on the way to modification.

The debate as to whether the music or the words should have primacy is the raison d'être of Richard Strauss' opera *Capriccio*, and is an argument as old as the form itself. Whatever the facts about seat prices and social stigma, the point of true resistance comes when the speaker is totally at sea in trying to grasp word with music, and apprehend their fusion in the work as a whole.

Opera specially produced, even specially written, for the closer focus of television has helped. Covent Garden's recently released videotapes go more than one step further.

The *Tales of Hoffmann* in John Schlesinger's production with Plácido Domingo in the title role is one of the Royal Opera's most spectacular shows, yet in its very episodic nature, possibly one of the most baffling for any young opera goer. But in this version, not only does Sir John Gielgud's inter-act commentary make splendidly clear what is going on in the fantasy world of Hoffmann, but the ability to follow the French and English simul-

taneously in the narrow columns of the accompanying libretto provides an immediacy of comprehension far beyond either sub-titling or listening with a score. With sensitive teaching, the ability to stop and retrace, to assimilate and digest is, of course, invaluable.

Brian Large's direction for video is masterly. A sense of distance from the opera as live performance is kept by a camera whose eye-watches the curtain calls and the conductor's bow, and which also gives a wide overall view as from a good centre dress circle seat.

The camera is not too restless; it focuses the ear as well as the eye, concentrating on the vignettes as well as the sweep of Schlesinger's multi-peopled, multi-levelled stage, focusing on the musical and physical detail of, for instance, Geraint Evans' outstanding Dr Coppélius.

The advent of television and video opera has played a large part in the disappearing of detail in every singer-actor's performance. Gone are the days of the diva: every facial tic, every movement must be convincingly in character and in period, with no loss of dramatic potential.

This comes over strongly in *La Bohème* (with Jeanne Corbucci and Neil Shicoff), in which Brian Large's direction is closely tuned to both Puccini's and John Coppley's skill in building up, in the first scene, to the entrance of Mimì.

The next opera to be released on video are: *Tel-el-Ghena*, *Manon*, *Semio of Dalmia*, *La Fanciulla del West*, *Falstaff*, *Manon Lescaut*. There can be no better preparation for the real thing.

## MEDIA



Dr Miriam Stoppard

## Healthy bodies

by Marion Glastonbury

### CONTINUING EDUCATION

Under Pressure  
BBC Radio 4. From May 19. 11 pm  
Well Woman  
BBC Radio 4 VHF. Sundays. 5.30 pm  
Action Makes the Heart Grow Stronger  
BBC Radio 4 VHF. Mondays, 11 pm

"You say sharply to yourself in a Barbara Woodhouse sort of way 'STOP!' and, as you do that, you breathe out and then you breathe in, and then, as you breathe out slowly, you relax your shoulders..."

These hints on how to cope in a psychological emergency come from the Relaxation for Living Trust, and the sceptic's inclination to scoff should be instantly quelled by recent evidence of lives damaged by stress and then further jeopardized by quantities of drugs and drink swallowed in attempts to alleviate it.

Under Pressure concentrates on the occupational hazards of professional people and businessmen, rather than the wear and tear of the production line, high rise flat, night shift and dole queue. Nevertheless it provides a valuable guide to exercise, relaxation, autogenic training, biofeedback and relaxation massage. Beginners are advised to find a caring teacher and supportive group; not available on the NHS, to the regret of the psychiatrist who evaluates the techniques.

Dr Glass was unimpressed by the 22,000 insulation bank installed by Luton Town Football Club to soothe the players' "probably no better than a nice hot bath", he thought. However, a point in its favour was that the immersion of Paul Helyer, the programme's presenter and guinea-pig, gave listeners a brief respite from his relentless, perky, and somewhat over-the-top enthusiasm.

The same note of promotional pep is struck by the ubiquitous Dr Miriam Stoppard, whose inaugural discussion of menopause in *Well Woman* dwells (at what seemed to me excessive length) on the hell endured by husbands and children from the behavioural influence of "lovely Mum".

Some indignation as well as interest may be aroused by her approach to fertility, in the second

broadcast. She implicitly endorses the Pill without ever explaining how it works. She has strong views on the spacing of babies - hating yours, she says, anyone with kids born less than two years apart - and deprecates the desire of some parents to determine the sex of their offspring.

Yet despite her own avowedly "unfashionable" preference for taking pot-herb in the obstetric stakes, Dr Stoppard passes on some tips that could be worth a try, and very fascinating they are too. Have the rituals which so often contrive to produce heirs and heiresses in the conventionally approved order, been dithering with weak solutions of, respectively, sodium bicarbonate and vinegar?

An experiment in which the whole population could usefully be urged to take part concerns the prevention of coronary heart disease by modifications in our way of life. Some specialists are now urging that regular heart-pressing tests should be incorporated into the school medical service, and it is interestingly clear that the degenerative processes which are the biggest single cause of premature death, and which cost the NHS about £250 million a year, are already under way in adolescence.

Dr Maryann Davis begins his helpful analysis of "this rather dreadful subject" in *Action Makes the Heart Grow Stronger* with descriptions of heart attacks from witnesses and survivors, followed by a brief account of what happens inside and why.

Population studies indicate that the risk of coronary illness tends to be greater in particular areas, notably Scotland, Northern Ireland and South Wales. Questions in pavement in London and Cardiff elicited some knowledge of contributory factors: too much salt and alcohol; weight and worry; too little exercise. Margarine manufacturers have certainly succeeded in giving cholesterol a bad name.

But most of the people interviewed were fatalistic and, significantly, smoking was scarcely mentioned. Yet the heart of the average smoker has to beat an extra 10,000 times a day simply to maintain his habit, and one in four smokers will die as a result of cigarettes.

## In trouble with dad

by Frances Farrer

### CHILDREN'S TELEVISION

Thief!  
BBC. Friday, May 13. 5.10 pm

One of the oldest clichés in psychology must be that if a child steals, he or she is trying to get attention. 14-year-old Tony Mallon, the hero of today's play for children, fits into this theory perfectly. He takes two CB radios because he's inattentive at school; he's unpopular with teachers; he has no friends. And the reason for all this is that he wants his dad to love him; but his dad criticises him all the time instead.

Poor Tony is saddled not only with a heavily muscled dad and a prim mum, but also with a lousy school. Try as he may, he can't get his dad's attention. None of the adults

has much of a line in conversation. "But that's life, huh", they might philosophize. "The more it matters, the more it hurts."

All of which is the more annoying because, clichéd as the central theory may be, it is still worth another look. Issues such as kids being unhappy, parents alternating pressure with neglect, lack of sensitivity and support, are all perennially important.

But still, although Tony's dad is a fool, the tale has a positive ending. The wonderfully humane magistrate, sensing the child's unhappiness, delays sentencing him until she has a social worker's report. The sensible, thrifty social worker discovers immediately what the situation is, and sensibly recommends a supervision order and a lot more effort from dad, who miraculously determines to change his ways. In the last hour, dad

## BRIEFINGS

radio & tv

For schools

1... 2... 3... Gal (Monday, 12 Tuesday, 9.30 ITV)

This week, two programmes for children in their first year of school. On Monday, "Maisy" shows the cat and his family. On Tuesday, "Maisy" shows the cat and his family. On Tuesday, "Maisy" shows the cat and his family.

Gather Round (Monday, 10.48 am) New, Christian teaching series. Grampian with home, family and loving relationships as the theme. Eight and nine-year-olds.

Récoltes Françaises (Tuesday, 12 Friday, 10.35 ITV)

A level students can meet Sam Rozès, a French judge, to learn his attitude to justice. Previous videotaping this series is essential. A Place to Live (Wednesday, 13 Friday, 9.55 ITV)

"Calabage White" presents a life over eight the life cycle of a man.

Near and Far (Wednesday, 13 Thursday, 11.35 VHF)

How do people survive in a desert? Ten to twelve-year-olds cover the importance of clothing in a narrative tale.

Cook and Speak (Thursday, 13 Thursday, 11.35 VHF)

For lower secondary pupils and second language English. "What you eat it?" aims to stimulate interest in special foods eaten in different ways.

Why don't you get a proper job? (Thursday, 11.35 VHF)

Programmes about decision, responsibility and interviews with young people. For 10 to 19-year-olds.

Making a Living (Thursday, 13 Thursday, 11.35 VHF)

Do you need maths to get a job? A series of programmes about careers and qualifications.

Exploring Society (Thursday, 13 Thursday, 11.35 VHF)

Thirteen to 15-year-olds explore the rules governing our world.

The Green Revolution (Sunday, 14 Thursday, 10.35 BBC2)

Looks at the impact of agricultural development in different parts of the world.

General interest

Union World (Sunday, 17.00 BBC4)

A new series for trade unionists includes a report on the March for jobs.

A Convent Education (Thursday, 17.10 BBC2)

Continuing the course of the Convent and Planning in the Convent.

Do not be too ambitious. Plan the events to match your capabilities.

## On target

How one school pulled itself out of the quagmire. By Susan Thomas

Fund raising on a professional scale is becoming increasingly common in the state sector. Schools that once thought themselves lucky to raise goodwill and £2,000 with PTA dances and jumble sales, vociferously explaining all the time that they were not in the business of usurping I.e.a.'s responsibilities, are now pulling in anything from £30,000 to £50,000 a year and spending it on basic equipment, textbooks and sports apparatus.

This article is not about the conflicting ideologies involved but a study of the way in which one school "waterlogged" and in danger of sinking through inadequate provision, as the master explained, raised £32,000 last year and intends to keep the money coming in.

Perin's School in Hampshire was founded in 1898, became an 11-16 comprehensive community school in 1973, and maintains a steady roll of around 800 or, in fund raising terms, about 500 families.

Situated midway between Alton, Winchester and Petersfield, it is a desirable county town - first class commuter country with Georgian houses, antique shops, watercourses and a few country cottages. It is small enough for everyone to know what's happening, and Perin's is the only school.

When Brian Bellamy took up the headship in 1976 he was concerned about deteriorating provision in the school. There was already a thriving parents' association, the PSA (Perin's School Association), successfully raising money and promoting home/school relationships. On average it was raising £2,000-3,000 a year and it continued to do so. But the school needed more.

In spite of the moral dilemma implicit in funding state education - and this was significantly more of a problem for staff than for parents, - Bellamy and the parents decided to look at serious fund raising.

In September 1980, the school's parlous financial situation was made clear to the parents at a "Living with the Cuts" presentation evening when one of the governors, also a county councillor, spelled out the I.e.a.'s financial policy.

A motion was passed by parents and staff that the school should try to raise a lot of money. Mr Bellamy was requested to research the methods, and report back to a small group of governors, members of the PSA and Friends of the School.

Inspired by an article in *The Times* he contacted three professional fund raising organizations and finally settled on Craigmyle and Co.

Eight trustees were appointed, including the head, the president of the

PSA (a doctor and governor), a solicitor, an insurance broker, a local bank manager, two other parents, and a member of staff who became treasurer. The trustees borrowed around £1,500 from PSA funds - £1,140 to pay for Craigmyle's advisory service and the remainder to cover printing and postal costs.

The trustees chose covenanting as the principal mode of fund raising. Initially they considered raising a lump sum, investing it and spending the income, but on reflection decided that the parents would be happier if they used the money immediately.

They selected a target (£20,000) and the first objectives - a fully equipped computer studies room, musical instruments, a minibar, improved library facilities, sports equipment, and help with educational journeys.

All this took a year of planning, with considerable help from Craigmyle. In September 1981 they went public, registering as an educational charity.

Letters explaining the aims and objectives of the appeal were sent to every parent, friend and local business, as well as to a number of local and national trusts. They held six meetings to explain the fund raising process, and gave out a mass of information about covenanting, deposited loan covenants, bankers order payments for people not paying income tax, and the opportunity for businesses to charge the gross value of covenanted contributions against their profits with advantage to corporation tax.

"The thought of getting 43p in the £1 back from the government really appealed to our audience," says Mr Bellamy.

In the end about one in five of those approached supported the Appeal. The goal was reached in April 1982, and the fund is now in excess of £32,000. "This includes money promised, as well as that money received," Mr Bellamy emphasizes, but already the computer room is in operation.

"We bought 10 BBC computers, 10 VDU's, and tape recorders, textbooks and furniture. The I.e.a. gave £800 towards the adaptation of the room, and the fund gave the other £1,200."

The drama department has money to hire professional performers, the needlework department for new sewing machines, and £1,200 has gone towards updating the business studies department.

The staff are delighted: "Even those who had reservations to the beginning," says the Head. And, as it is the trustees' hope to put a micro into every department which would like one, everyone stands to gain.

Gwen Hayward joined the school



Left: an extra computer room - micros, VDU's, cassettes and text books; right updating the Business Studies department with electric typewriters and word processor.

last September as head of commerce. "I was horrified at the state of the equipment. I put in a plea for some new typewriters, and was absolutely floored to get £2,000," (£800 from the I.e.a.).

The success of the Appeal and the bounty it has brought has proved a morale booster for the school and a source of interest to the town. So far, parents have responded marvelously and there has been contributions from national and local trusts.

Clearly Perin's School Appeal is highly successful. What were the difficult points, I wondered. Walter Pridaux, parent, and chairman of the governors, has been involved from the start. "Deciding the size of the group which is going to meet the fund raising organization... vital to keep it small," he says.

"Then all those fund raising organizations offer different levels and types of service, from discreet letter writing to sending someone to knock on every door. You have to decide whether you want to shame people into paying up or to generate goodwill. We chose the latter course."

"It's important that you present the parents with clear-cut, substantial and desirable objectives. The computer room was ideal because everybody is computer-minded at the moment."

It had been decided early on that parents would not support an appeal to renovate I.e.a. buildings, but would provide expensive items important for their children's education. It's a fine distinction, but evidently one which the parents of Alresford understand.

"You must have sufficient ready cash to start off," says Mr Pridaux, "and a really good treasurer who can look after the extensive paperwork and present the books to the Charity Commission in an acceptable state."

"Theo again we feel that the supporters need to be assured of the confidentiality of the scheme - only our treasurer knows which parents have covenanted and how much."

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why not have a go  
- what can you lose?

## P for pageants, pet shows and publicity

by Carolyn O'Grady

One of the most useful guides to fund raising - regardless of one's political persuasion - is the Liberal Party's publication, *The A to Z of Fund*



Do not be too ambitious. Plan the events to match your capabilities.

Raising. Though obviously intended as a guide to members, its methods can be freely generalized and very few of the tips and activities could not be applied in school fund-raising.

It contains descriptions and tips on how to organize events ranging from antique fairs to the selling of Xmas cards and between covers such subjects as pet shows, publicity, balloon races, empty bottles, donations, entertainment, sponsorship schemes, and wine and cheese parties.

Included is a section on fairs, fairs, garden parties and bazaars which gives advice on how to make such events successful, and lists stalls, sideshows, races and competitions, many of which you will have thought of and many of which you won't.

There is also an indispensable *Aide Memoire* for the organizers. A list of "sponsored events" is a very comprehensive section including examples



Always ensure people are properly thanked. Whether they give money or help to raise it.

of sponsorship forms and a list of points from a Royal Society for the Prevention of Accidents leaflet on the subject, which can be sent to young sponsored walkers. Appendix B is a reading list.

The book is a lively read and illustrated with cartoons. It costs £1.75 and is available from the Liberal Party Organization, Whitehall Place, SW1.



## FUNDRAISING

## Money for extras

Gillian Thomas on when to bring in the experts

Having just parted with a disturbingly large sum for our 11-year-old daughter's first term at St Paul's Girls' School, Hemmer Smith, our hearts sank to hear that it was about to embark on a £1.3 million development appeal.

The prospect of an ultra-modern theatre, computer centre and engineering complex thrilled her, but it was with less enthusiasm that I and my husband subsequently agreed to attend a fund raising meeting.

Needing such a large amount, St Paul's has called in professional fund-raisers to mastermind the campaign. Independent schools have done this increasingly over the past 20 years to raise extra capital, particularly for developments and bursaries. Now some maintained schools are following suit for "extras" like mini-buses, swimming pools and school trips.

Employing an outside expert saves them the time and effort of doing everything themselves as well as bringing the hope of better, quicker results, thanks to the benefits of professional know-how. However successful a fete or jumble sale may be, they are slow, unpredictable and insignificant compared with a direct appeal for hard cash.

Two companies specialise in schools' work and there is also a handful of freelance fund-raisers. So depending on the particular school's preferences, the choice is basically one of style. A company can be employed in a consultative capacity to plan and organise the appeal with the school itself, fronting the campaign and remaining closely involved throughout. This is how Craigmyle of Harpenden likes to operate; they normally assign a senior consultant to

the school for a year or more and a full-time director for 3-4 months.

The other company, Richard Maurice in Belgrave, London tends to allocate one of its staff to the school for anything up to a year to approach potential donors in person. In the case of a freelance, the school employs him directly on a contract basis to organise the campaign as he sees fit. Having fewer overheads, he is likely to charge less but the school is dependent on his efforts alone. Nor does he have recourse to any of the back-up resources which a company can provide.

The cost of employing any fund-raiser is invariably based on the work involved plus expenses. It is not a percentage of the final total raised, since this would deter benefactors from making a large donation. Clearly fees and expenses should not be disproportionate to the amount likely to be raised. For example, to spend £10,000 raising £25,000 would usually be regarded as unacceptably expensive, while £20,000 for £250,000 would be good value for money.

"Fund raisers cannot guarantee to meet targets. But judging by the size and type of school we can usually predict fairly accurately what is likely to be raised," says James Bell, Managing Director of Craigmyle. "We regard it as unethical to make exaggerated claims. Indeed we sometimes have to point out that the amount required is unrealistic."

So what exactly does a school get in return for parting with fees that on average are likely to be about 5% of the amount raised during a full-scale campaign spread over a year?

First, fund-raisers have a thorough knowledge of the tax laws,

particularly how the covenanted system works in relation to both individuals and companies. So they are in a good position to advise the school and its potential donors end to supply the relevant forms etc.

In the case of companies, they also have a large source of background information for reference. For instance, they will know which charitable trusts and companies might be worth approaching. For example, it would be a waste of time for St Paul's to approach the Wolfson Foundation as they are primarily interested in bursaries.

In addition, getting the details of a campaign right can spell the difference between success and modicesty, if not outright failure. Has the school got planning permission for the developments being appealed for? Who gets the appeal letter: first-parents, former pupils (who incidentally are increasingly disinclined to support their old school), local well-wishers, national companies?

And why could a pre-appeal bazaar adversely affect the target? The answer is that having given time, effort and cash, parents have the perfect excuse for thinking they need not part with anything more. This fund raiser calls this the "vaccination process": a mild dose of generosity which inoculates people from being really generous.

I found it irritating to get a reminder letter the day before the fund raising meeting when I had already agreed to attend. What a waste of postage, I thought. But so apparently, postage on reminders is money well spent, since they significantly affect attendance figures.

The right appeal brochure is a very important element. Fund raisers

know from experience what sort is most effective and about the pitfalls to avoid.

"When schools produce their own, it tends to cut up looking like a prospectus rather than a fund-raising tool," points out Mr Bell. "You must talk money and try to answer difficult questions like how much individuals should be considering giving."

"What the school is appealing for is also very important. A new boiler-house or drainage system may be essential but they are hardly likely to inspire us much enthusiasm as new sports hall or library."

Reputable fund-raisers also take pains to ensure that their campaign fosters favourable relations all round. Both they and the school itself lose if the aftermath is acrimonious.

"We do not want parents to feel they have been taken advantage of, nor do we want a financial failure," says Richard Maurice. "In the present financial climate, a bad appeal is bad for all appeals and in the case of an independent school reflects badly on them all."

In order to cut fund-raising costs, especially now that maintained schools are beginning to cut in help, both Craigmyle and Richard Maurice have developed consultancy packages to provide guidelines and advice, but without the full-time services of an expert director.

This may be more appropriate when the potential outcome is not very high, say in the case of a small school or one in an inner city area. However the benefits for such schools of raising extra cash are no less significant than the ambitious targets to which schools like St Paul's can aspire.

## Questions of insurance

It is a common illusion that the activities held on school premises are automatically covered by school's liability insurance. This, however, is not usually the case. Most (but not all) fact have clauses in their terms which indemnify the school against claims made for injuries following an accident at a school organized fund raising event. It is important to provide insurance cover if it is inadequate. Many policies, for example, only pay up if negligence can be proved.

The National Confederation of Teachers' Associations offer a useful insurance to members for up to the subscription fee. Membership can be raised for an additional premium. The scheme insures each teacher up to a limit of £200 in a school year. It is also possible to provide personal accident cover for some PTA officers.

PTAs should also bear in mind that insurance often does not include liability insurance for PTA's for the school. There are cases of PTA's being held liable for damages caused by their insurance cover, which covers these items.

The Association also offer a new Personal Accident scheme which specifically covers children from four hours of the day, at any school and wherever they are abroad. The few exclusions there are apply to very heavy sports. In the event of total permanent disablement the maximum payout is £100,000.

Further information from the National Confederation of Teachers' Associations, 43 Strand, Rm. Northfleet, Greenock, PA11 9DS.

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Index to Appointments vacant, Wanted and other classifications

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EXTRA

## Small world

The Times Cooledge Atlas of World History. Edited by Geoffrey Barraclough. Books £12.50. 0 7230 0247 9.

The fact that you have to look fairly closely to see the joins in the new concise version of the best-selling *Times Atlas of World History* is worthy of a school project in itself. How do you convert 360 pages of maps and text into a volume half the thickness, and with smaller pages? And the first guess - that it has all been reset in tiny print - is only partly true. The type size is slightly smaller, but remains beautifully clear, and some of the bigger maps have been condensed a little. But the difference is insignificant.

The skill of the editing has been in removing the extras - the occasional illustrations of Meissen china or Turkey's flag, the glossary at the end - and shortening the text accompanying the maps. The latter is perhaps the only less favourable comparison with the main atlas, some of the explanation is so brief as to be almost cryptic at times.

But this is the wrong way to look at the concise, which should be seen as a new publication in its own right. Of its 320 maps, 70 are original and many more have been revised and sharpened up. Ironically it gives more priority to the intricate web of politics (wars, treaties, frontier changes), the very thing which the main atlas tried to play down because this approach was losing popularity to social and cultural interpretations of world development.

In a sense this is a return to the tradition of the earliest historical atlases, the map books published to illustrate military campaigns. But these original maps, and worse still the square boxes showing troops before and after battles, are irrevocably dated. Only modern high resolution colour printing and imaginative cartography, of the sort used in *The*

*Times* atlases, can do what was so lacking from traditional insular British history teaching - show history as a process of constant inter-related change. Of course it is possible to make maps even more dynamic - breakfast television weather forecasting has done away with isobar charts, but with a corresponding loss of technical information.

The concise still depends on multi-coloured arrows to indicate movements, a device that works well provided the reader is prepared to concentrate hard and follow all the elements of the diagram. Flicking through these maps, or just glancing at the less important ones, is a total waste of time.

Obviously the choice of maps and what they include is fairly arbitrary, but is probably a good compromise in most cases. There are some exceptions, for example the small map of the Vietnam war from 1957 to 1973 (which appears in both volumes). This shows the areas controlled by the NLF and by Saigon at an unspecified date, and even with the brief textual explanation, it is difficult to make out what actually happened.

The location of civil rights unrest in America in the sixties gains nothing from being presented geographically. But on the whole the concise avoids the danger of putting something on a map just because it was a major event.

Of course the real fascination of this atlas and its predecessor is not so much the appeal of history as such. Rather it is the sheer beauty of the thousands of strange names of tribes, languages, and events that might just as well be fictional. How many people know anything about the Hohenstaufen Empire from 1152 to 1250, the Bolivian caudillos of Sucre, or the Marquis de Lafayette?

The concise really does deserve to find its own way into the best-seller lists.

Philip Venning

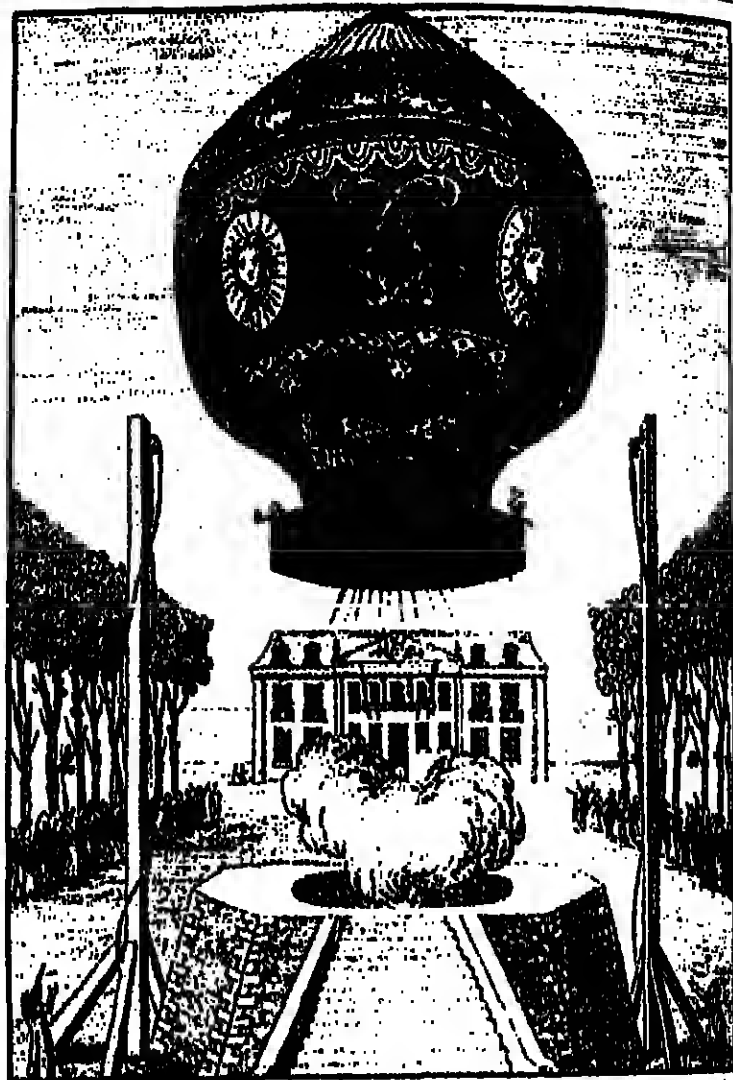
## Why no Y-fronts?

The Inventions that Changed the World. Edited by Gordon Ratnay Taylor. Reader's Digest Association £10.95.

The trouble is as I see it, that the very notion of "an invention" can be a suspect one. Take the steam engine, which this book does proud with a double page spread. In no sense can it be said that there was a single invention of "the steam engine", rather was it the result of a long series of imaginative and technical steps, forseen in many cases long before they were practically possible. I am not sure, either, that you can fairly call the steam engine, as the book does, "the prime mover behind - the industrial revolution". The relationship between history and technology is surely much more complicated and omni-directional than that. Progress results from and consists of a coming together of thoughts, imaginative acts, powerful gestures and observable needs in a way which beggars any attempt to assign simply cause and effect. To suggest that the great eternal quest of humankind is expedited by the hitching of lifts from technological wonders which appear unbidden and at random from the mists beside the road is to over-simplify.

What I mean, I suppose, is that I am unhappy with the title of this book, snappy and descriptive though it may be. That apart what we have here is a sumptuous and comprehensive encyclopedia of technology, and on those terms the book is useful and also makes absorbing browsing. All the obvious contenders are there - the computer, the safety pin, the helicopter, the zip fastener. Not, though, the Y-fronted underpants, suggested by my daughter when I asked for last examples to look up. It all depends what you mean by "changing the world". I suppose a qualification which you could equally apply to the non-slick frying-pan, which is included.

Some of the shinner entries, inevitably, are also most intriguing. Little did you know, for example, that the football net - necessary and incontrovertible arbiter of whether the ball actually went be-



The first manned hot-air balloon - a magnificent creation in blue and gold - was launched in the Bois du Boulogne, Paris, in November 1783. It was built by the Montgolfier brothers, and the volunteer passengers were the historian Jean Pilâtre de Rozier and the Marquis d'Arlandes. From *The Inventions that Changed the World*.

Between the posts - first appeared at Bollin Wunderer's ground on New Year's Day 1890, having been invented by one John Brodie of Liverpool. And I am confident that you can guess what one David Gieseler invented in 1881.

As well as the main alphabetical series of entries, which starts with abacus and includes with zoom lens, there is an introductory article by the consultant editor called "The roots of invention", a collection of brief biographies of inventors, and a chronologically arranged list of inventions. Interspersed with the main alphabetical series there are "special features" covering such

topics as perpetual motion and inventions which came before their time. One of these articles, "Inventions that haven't made it", includes the celebrated helmet with a concealed gun in it which seemed to be a genuine invention of eccentric inventions.

The articles are crisply and expertly written by specialists, and the illustrations, generally relevant and good, though often a bit out of focus, are small. All in all a useful and not excessively price reference book for upper junior or secondary school use.

Gerald Halsey

## Contour lines

The New International Atlas. Collins £40.

The first edition of this atlas was published by Rand McNally in 1969. This new edition, published by Collins in association with Rand McNally, is fully revised, printed on higher quality paper and includes many extra features. Using latest cartographic techniques and up-to-date source material it remains one of the most accurate atlases in the world.

It has a total of 568 pages including 258 pages of world and regional maps, 29 pages of topical maps entitled the World Scene and 232 pages of tables, glossary, statistics and index.

It responds well to the twentieth century challenge facing all map-makers - the rapidity of change. Indeed, it has a section listing changes since 1969 and, though there have been some changes during the creation of the atlas which have not been noted, on the whole it is accurate to 1980. In the World Scene section, which includes topical maps on religion, population, energy, etc. information is generally based on 1975-79 statistics.

Several unique features include the International Planning of the Atlas with consultants, advisers, and cartographic publishers from many parts of the world cooperating. It is bilingual, with Latin captions for

geographical terms in five languages, and is in metric measurements with the use of local names explained in a glossary.

A planned series of maps each represent a distinctive style: the first portray the continents at a scale of 1:24 million in natural colours as they might appear from 4000 miles in space. Excellent oceanic maps showing detailed configuration are at a scale of 1:48m.

The second series consists of conceptual political maps on the 1:12m scale followed by large regional maps on 1:6m and 1:3m depending on the population density of the regions.

The fourth series of maps shows Key Areas in greater detail and it is this kind of map which will be of most value to teacher and student. Japan, Calcutta, Mexico, Miami-Tampa come out particularly well at this scale of 1:1m.

The fifth series show Metropolitan Areas at a scale of 1:300,000, again excellent for student and teacher since land use patterns, industrial areas, parks, woods, the transport network, airports and selected points of interest are depicted, with clever juxtaposition of cities, for example London opposite Paris and Manchester-Liverpool opposite the Ruhr.

Relief is shown by hill shading with altitude tints, very striking in the Caucasus and Tashkent maps and most evocative to many other areas. Where necessary, as in the

Metropolitan Area Maps, relief has been subdued.

There is a useful regional contents list, plus symbol classification, colour bars to identify scales, location map insets page by page and a listing symbol to show related pages. The index includes 160,000 names. Major urban areas are listed with their 1980 population as well as settlements over 50,000.

Of course, there will be errors, particularly noticeable for our own areas. Britain's largest man-made lake, Rutland Water, though opened in 1976, is not shown. Yet, though much smaller, is the Severn Bridge, the world's largest suspension bridge, is out. The M10 and part of the M18 are missing. Minor places on the A1 at Stretton are named to the exclusion of larger Eppingham or Kettering. Why should Rievaulx Abbey appear and not the once more important Rievaulx Abbey? Why should the M10 be named as a ball? The Stamford Bridge, 1066, only a few miles away is ignored. Why does the M11 stop at Bishop's Cleeve when for some time it has gone on to Cambridge? Why, on the map of Africa, is Lake Malawi called Lake Nyasa?

But such minor imperfections must not be allowed to mar this magnificent geographical masterpiece. Bryan Waller

## Middling

The Batsford Companion to Medieval England. By Nigel Saul. Batsford £14.95. 0 7134 1345 X.

E M Forster's observation, "How can I tell what I think till I see what I say" is both a profound comment on the relationship of language and thought and an eternal consolation to frustrated reviewers. It has been much in my mind during the last couple of weeks, for I've found *The Batsford Companion to Medieval England* particularly difficult to assess.

Much of the problem, and one senses that it dogged the author too, has to do with the book's identity. What is its scope and emphasis, and who is it for?

The blurb claims that there are "substantial entries on all the major aspects of medieval society and culture", and a quick runthrough shows that the *Companion's* longest entries are devoted to Agriculture, Architecture (Ecclesiastical and Vernacular), Castles, Feudalism, Government, Justice, Language and Literature, the Magna Carta, Monasticism and Painting. This is all as one might expect, as are the scarcely less sustained pieces on armour and building, coinage and industry, music, parliament, pilgrimage, science, taxation and the universities. So what about the "secondary" elements in medieval society?

I looked up the first four that came to mind: alchemy, the Wheel of Fortune, witchcraft, and Romance. No, none of them are there. "Inevitably," writes Nigel Saul, "decisions about selection have had to be made to prevent the book from becoming too unwieldy." It is, rather, the device of using such long portmanteau



Tinted drawing of John Lydgate present his poem *The Pilgrim to Thomas Montacute, earl of Salisbury*. From *The Batsford Companion to Medieval England*.

entries that is unwieldy (on closer inspection, Romance does turn out to warrant six lines in the place on Language and Literature) and has necessitated the exclusion of so much else.

The *Companion* offers narrative continuity in the form of potted lives of the medieval monarchs, but the presence of other leading figures sacred and secular is distinctly hit-and-miss. As are Roger Bacon and Edmund of Abington and Sir John Fortescue; but are Sir John Mandeville and Hadrian IV (our only pope) and Joan of Arc?

Joan of Arc? But she was French! Yes, the title means precisely what it says and, in my view, the *Companion's* most serious limitation is this restrictive insularity. One may accept with a shrug the author's obvious wish for technical terms relating to church history, land ownership and systems of taxation - fine, amercement, corrody, merchant, advowson, mortmain, seisin, escheator, they all have individual

entries - but how can one possibly accept a view of the English Middle Ages that excludes all but glancing reference to the Classical world (think of the impact of Aristotle on medieval thought) or to European art and architecture, literature and philosophy?

"My intention," writes Mr Saul, "has been to produce a reference book to which a non-specialist, though not just a non-specialist, may turn with profit and pleasure." This attempt to be all things to all people is reflected as much in the book's unequal tone as in its erratic content. On one page, in the brief bibliographical references at the end of the longer entries, we are referred to an article in some all-but-unobtainable scholarly journal; on another page we learn, in words both "journalistic and misleading, that the fifteenth century certainly produced no Brahms to follow Chaucer's *Beowulf*."

Yet it would be wrong to do nothing but pick holes. Mr Saul is a friendly and usually reliable guide; and on the whole he is adept at simplification and compression. His robust entries seem largely to be written at a level helpful to A level students, and such is the nature of reference books that anyone who browses in the *Companion* for five minutes is bound to be surprised by something new.

One last grouse: Batsford have done their authors no service and themselves no credit with the book's production. It is printed on superior lavatory paper with a fair degree of see-through, its pictures are all lumped together and it is unacceptably expensive. Charles Williams said that "The thought of the Middle Ages was not limited, but perhaps its vocabulary was". Mr Saul's enterprise, I discover, suffers from the same serious gap between intention and execution.

Kevin Crossley-Holland

## Soviet spy

USSR to Map. By J C Dewdney. Hodder and Stoughton £6.95. 340 1 24414 3.

If the political commentator sees the USSR in terms of its technological and political might, the arresting feature from the standpoint of the geographer may be its sparseness of population. The historian might remark on its phenomenal growth from the small Kingdom of Muscovy in 1462 to its present European and Asian expansion from the Baltic in the West to the Pacific in the East. The demographer might well note that the USSR with a massive twenty-two million square kilometres of territory possesses by far the largest geo-political unit of the planet, exceeding Canada coming second with some nine million square kilometres, and the United States and China.

All these facts and many more are presented in map form in this neatly turned out and well referenced textbook. Its 49 maps will show experienced teachers at a

glance almost everything about the Soviet Union that they might wish to know. Wisely, it leaves almost all the interpretation of the maps aside from one page of notes for map - to teachers themselves. The author's position as Reader in Geography at the University of Durham and his access to his Department's Cartographic Unit for the preparation of these materials reinforces confidence that this is as up to date an account as might be available. Not only students and teachers of geography, but equally those interested in politics and current affairs would benefit from this compilation.

Sub-divided into four sections, Physical Environment, Human Geography, Economic Geography, and the Regions of the USSR, the book also includes an impeccable bibliography of sources used. School librarians and teachers are likely to find in this reference book, an invaluable complement to textbooks, especially those which otherwise excel in bringing up to date.

S L Jenkinson

## Formal brief

Dictionary of the European Communities. Second Edition. By John Paxton. Macmillan £20. 333 33438 8.

John Paxton's guide to Europe now appears in its second edition. Five years after the first. The subject matter remains very much the same with some updating and expansion but the overall length is 'hardly changed'. The title now refers to the European Communities instead of the European Economic Community which was inaccurate, and a very odd title for an expert on Europe to propose given the merger of the EEC with the coal and steel community and Euratom in 1967. The book lists a vast number of agreements, conventions, treaties, committees, councils, individuals, institutions, court cases, statistics and

other entitlements broadly connected with the communities.

The general flavour is rather formal, as indicated by, for example, the entries on the common agricultural policy and fisheries policies which provide a list of the principles involved but do not examine the disagreements between different countries, and jostles. This results partly from the need to summarize and to avoid the ephemeral. But there is a sense in which the present reality of living in Europe depends more upon particular events and the political disputes than upon long-term constitutional arrangements. This is a useful, if expensive, reference book for anyone who wants brief, self-contained treatment of the institutional parts without being too much concerned with the whole and where it may or may not be going.

Carl Slevin

## Global views

The Penguin Dictionary of Modern History. By Alan Palmer. Penguin £2.50. 0 14 051 125 3.

There can be few history teachers who have not used this book and recommended it to students, and this explains why the original edition has been reprinted so many times in Penguin form. They appreciated the author's proviso that his work was intended as an aid to study, not a substitute for it, and they will be sure to abandon their well-worn copies for the new edition which appears in a more generous format and has over a hundred new entries, many of them relating to America, Asia and Australasia.

It is 20 years since Mr Palmer urged us to avoid "that insular concentration which is the besetting sin of much of our historical teaching (and even more, of our historical examining)". He was consequently at pains to compile his dictionary in a way which assumed that attention should be paid to the United States, Latin America and the Far East, as well as the Slavonic countries. The options offered by examiners have certainly broadened in those 20 years and it would be interesting to know whether he believes that the growth of world history in schools has yet made his comment obsolete. He followed the convention of starting from 1789, and he carried the book up to 1945 since there was already a generation of adults to whom the Second World War was known only by hearsay. Rather than overburden his text with a token updating, he has written a companion volume with a little overlapping, *The Penguin Dictionary of Twentieth Century History, 1900-1978*, with the same global perspective. The two books together are a modest but invaluable investment for teacher and student alike.

Colin Ward

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## Laws of nature

**Handbook of Shooting.** Edited by G. D. Turner. Potham Books £5.95. 0 7207 14346. 29.95, 1416 8.

**Birdwatcher's Britain** the unique pocket guide to birdwatching walks. General Editor John Parslow. Pan Books/Ordnance Survey £4.95. 0 330 280287. £8.95. 281097.

**Butterflies of Britain and Europe.** By Allan Watson. 0 6272 060 5. Birds of Britain and Europe. By Nell Ardley. 055 9.

**Kingfisher Books.** £1.95 each. Birds of the Mediterranean and Alps. By Lars Jonsson. Croom Helm. £5.95. 0 7099 1413 X.

Far more people own wildlife field-guides than will ever be able to tell one bird - or butterfly, from another. Books such as these on the shelf are powerful magic: an entry point into the cabalistic mysteries of nature. Moreover they are in themselves closer at hand, better organized and more accessible than the natural world itself in its outdoor untidiness and unpredictability. But if more people will buy these volumes than will go out this spring to watch and listen for the birds they depict, by the same token, there will be more copies of the *Handbook of Shooting* left out on coffee tables and hampers than there are those who will take up shooting.

In a piece of prime-grade (though not original) doublethink, the British Association for Shooting and Conservation on to its title in 1981. The *Handbook* produced under its patronage attempts to justify this sleight of language. Never very convincing, even as a historical view, it will be interesting to see if the shooting-conservation argument can survive for much longer. What it has done is to make the shooting-conservation argument.

Keith Thomas, who argues that the Judeo-Christian view of animals at man's disposal is giving place to a more concerned and rational understanding of the natural world.

The *Handbook* is at pains to give shooting a clean image. Aside from the conservation issue, it emphasizes safety and accurate identification and aim. Personally, I have not been favourably impressed by the conduct of shooting parties. On one memorable occasion, I acted as guide to a group of schoolchildren on a National Nature Reserve on a day when, by misadventure, a shoot had been scheduled. Try convincing distressed ten-year-olds prepared to take to the water in a life jacket to rescue injured ducks, that the gunners were acting in the best interests of conservation. As for safety: the school bus was peppered with gunshot.

Three more serviceable, and

attractive identification guides add to the already enormous choice. Those who purchased the distinctive Lars Jonsson series in Penguin can now complete the collection with *Birds of the Mediterranean and Alps*, published this time by Croom Helm. The Kingfisher guides are handy and colourful, but I wish Allan Watson had thought of saying that one of our most knowledgeable butterfly experts relies not on notes and dissecting tools, but on pencil, paints and patient observation. And does every butterfly book ever published have to tell us that some species can be identified only by microscopic examination of their internal parts?

By far the largest section of the *Handbook of Shooting* is a field guide (here called "quarry identification") and it is very informative and accurate. It is, in fact, impossible to tell which books are designed for those who watch birds and which for those out to kill them. This, I think, raises an important point. Agreed, the bird is the same, whoever is observing it whether with gun, camera or binoculars. But if a book is written for those who enjoy watching birds, it should surely lead its users towards a knowledgeable and respectful participation in this activity. The blundered, stilted language characteristic of today's field-guides does not do this. It is astonishingly, in the so-called guides and not the *Handbook of Shooting* that one finds language such as "terms may attack any person... approaching too close to the nest". Better surely, and just as easy, to guide birdwatchers from intruding on nesting birds.

Of the Danford warbler, one of our rarest breeding birds (and therefore much pursued by a certain kind of birdwatcher) we are told "it is difficult to see properly if any attempt is made to approach it". Even so, it is any wonder that many birdwatchers, intent on ringing or ticking up more species show as little concern for the fate of the birds as any advocate of shooting.

*Birdwatcher's Britain* is of an entirely different order, a guide which justifies the name. It drives its users into a sensitive perception of the natural world. It takes us gently, persuasively to some of the most interesting countryside in Britain, points us in the right direction and sends us off with good advice and plenty of information. Significantly it is the *Birdwatcher's* (singular) guide, for observing birds is at best a solitary obsession, not, despite the laudable efforts of bird-precognition societies a fully unbiological gang-bang. For all those who love birds, knowledgeable or expert-need, this book will come as a pleasure and a help.

Francesca Greenoak

## Animal crackers



The Roosevelt Bears. From *The Animals' Who's Who*.

**The Animals' Who's Who.** By Ruthven Tremaine. Routledge and Kegan Paul £9.95. 0 7100 9440 3.

**Mammals of Britain and Europe.** By Iain Bishop. Kingfisher £2.95. 0 6272 026 5.

**Watching Wildlife.** By Ian Russell and Alan Major. David & Charles £6.95. 0 7153 8469 4.

**The Colour Dictionary of Mammals.** Gribis £4.95. 0 85613 415 5.

**The Countryside Companion.** By Wynford Vaughan-Thomas. Hutchinson/Wobbs and Bower £6.50. 0 09 151071 6.

*The Animals' Who's Who* is an improvement on the human model in that most of the entries have an element of literary, or at least showbiz, distinction, and there are few civil servants. A monument to our anthropomorphic obsessions, it ranges from Anubis, the Egyptian dog-god to Laika the first space dog. It includes famous pets like Flush (and less-famous ones like the Jackson, the author's dog), and as childhood favourites, Boatrix Potter's entire creation, and the Poni Corner crowd.

The decision to exclude birds and fabulous beasts means that Dr Doolittle's community is represented only by Gub-gub the pig and Jip the dog, leaving out the far more enterprising fowl, and that brilliant creature, the pushmi-pullyu.

A fair number of celebrated regular mammals have also been left out. The author is American, and many of the books and cartoon characters she includes will be unknown to those brought up on this side of the Atlantic. Some elusively called *Gara mura* is preferred to the *Leopard's Zoo's* gentlemanly *godin*. Literary omissions are Ackroyd's dog "Tulip" and Peter the white cat of Tremaine.

*The Animals' Who's Who* is enormous fun, prime raw material for Christmas quizzes or a browse at bedtime. Ruthven Tremaine has read widely and is a eponymous and occasionally witty abstractor.

It's a pity that *Thomasina Titmouse*, a woodmouse with a long

tail, to Apodemus sylvaticus, the woodmouse as known to science. A sylvaticus will always be what rather than who to the writer and intended readers of *Mammals of Britain and Europe*. This is a book with few surprises, except perhaps the amazing variety of European bats. Bishop restricts himself to wild mammals, although he doesn't actually say so, apart from tiny pangrams on domestic sheep and cows. He thus misses an opportunity to create interest in the commonest and most easily observed mammals. Perhaps yet another Kingfisher guide on domestic animals is needed to fill the gap.

*Watching Wildlife* puts animals, plants and insects into their context, and is attractive and readable with well-chosen photographs as well as many line drawings. It forms a bridge between the *Animals' Who's Who* and *Mammals of Britain and Europe* with the observation: "mammals are the most appealing type of wildlife". Zoologists would not however recognize Mr. Titmouse under the Latin name she is given. Particular stress is put on the study nature in the garden and other easily accessible habitats, and there is also a section on the semibre for summer holidays. The book is aimed chiefly at young people who should painlessly learn from it the

interdependence of all elements in the wild-life net, and the need to conserve ecological diversity.

*The Colour Dictionary of Mammals* is a useful addition to the standard field guides on land, chiefly because it is impossible to have too many good photographs when trying to identify them. It is of particular importance in distinguishing between edible fungi, and those which are either nasty or downright dangerous. The dictionary is not really suitable as a field guide, as it is much too large, and does not highlight good edible species. It will come as no surprise to discover from it that the culinary properties of dry rot are not known.

Wynford Vaughan-Thomas is an enthusiast. Every page of *The Countryside Companion*, newly released in paperback, bubbles with poetry, geology, history and mystery in an eclectic brew which you can either love or hate. This attempt to cover the whole of the British Isles and most of its art and literature in a rural calendar is characteristically human. Any region which the reader knows well may appear to have been cheated of its true appreciation. The warner writing is about Wales, which is what you'd expect from someone who was taught English by Dylan Thomas's father.

Judith Mirovitz

## Scientific prose

**Evans Learner's Dictionary of Science and Technology.** Compiled by Colin Lacey, John Mahood and Jonathan Treach. Evans £2.50 237 50261 5. £4.95 50675 0.

It was a Nigerian who introduced me to Arthur Young. He had learned English from a teacher who, apparently, instructed his students mainly from the writings of the eighteenth-century agriculturalist, so that my friend was passionately fond of Young's *Tours* and modelled his conversational style on them. Delightful though this was, it represented a drawback in an educational system which demands the assimilation of more recent scientific prose and the *Evans Learner's Dictionary* is designed for students of English who need help in understanding science subjects up to O level or its equivalent. It therefore fills a precise and increasing need.

It would be easy enough to pack holes in what is intended as a practical aid, not as the last word in scientific erudition. There is no entry for *former*, *conductivity* or *superconductivity*, no cross-reference from *periodic table* to *atomic num-*

ber, the example for *pneumatic* is attached to the wrong definition: the definition of *lever*, *relatively* and *used in* are inadequate and so on. The compilers have been guided above all by the desire to provide brief, accurate and clear explanations of terms and, in the main, they have succeeded in doing so. The illustrations are particularly good and often, with the examples in italics, offer a short-cut which bypasses conventional definitions altogether. The dictionary includes a number of words which though not strictly scientific terms, the student is likely to come across in coursebooks on technical and scientific subjects. The problem will be in deciding when it is worth referring to words like *foreign* or *give* for the subtle meanings shown here and a number of terms are included (bright, leap, rail, blunt) with ordinary meanings which one would expect him to know, especially if, as the compilers assume, he can tell the difference between a transitive and an intransitive verb. But this is a stopping stone, not the far bank of the river, and its shortcomings are hardly to be delayed those for whom it is intended.

Robin Best

**A Handbook of Computer Based Training** by Christopher Dean and Quentin Whitlock. (Kogan Page £12.00. 0 566 65 11 1.) Attempts to bring together relevant aspects of educational technology and computing, as a guide for the teacher, as well as a practical book for the programmer. The authors have brought out *Computers and Education* as their

**World Yearbook of Education 1982**, edited by J. S. Murphy. Paul Chapman £15.95. 0 5803 96 1 1. The articles in this useful book cover all aspects of education and are written by leading experts in the field. It is preparing to take the form of a

EXTRA

## Land language

I prefer your onehedral characters - the futhore of the future - To the hieroglyphic of all the other forms of asturo

With these words, Hugh MacDiarmid ends his long poem "On a Raised Beach". The language is typically lofty and abstract but it bears witness to two unpopular recognitions: the lull of rare, specialized words - onehedral, futhore, lochia, carpollite - and the sense that history is inscribed, preordained in the physical features of a place.

I was brought up in Cowsl on the west coast of Scotland, in a town from this distance, how the landscape carried messages that couldn't be put into words, and yielded up words with no particular message. A dangerous mix.

Cowsl bears the signatures of its creation more clearly than most places. Volcanic plugs and flows, scoured by ice-age glaciers, the whole mass lifted above a retreating sea by some prehistoric shrug. Shells and sea-fossils in the hills, dangerous drops and screes, huge wobbling bubbles where grass and heather have grown over deep water-filled features in the rock for any one disappeared for good in one of those. The great geological fault that separates Highlands and Lowlands slices across Cowsl, angling into the sea under "Joppa", the elegant summer house of some nineteenth-century Glasgow merchant; the Biblical name, out-of-place elegance, combine oddly with the connotations of the surrounding land and the deadly waters just offshore.

In time you learn the names, and "fault" makes sense of a place of so many contradictions. The really telling words, though, as MacDiarmid shows us, hover just above what

they are supposed to describe. Our nerve-ends are created by television and the papers; we've lost the power to "read" a landscape. As a boy, I walked all one day to find the "chalcheste well" promised on the OS sheet. I found a muddy puddle, glazed with something like pink paraffin; only the word remains. I climbed to find the Bodsich Bodh - the Long Man's Grave - and found nothing at all, a hill-top. The places and the names have separate lives. The metaphors quickly become meaningless.

So it's all the more fascinating to find a lost language glossed in such attractive detail in books like MacDiarmid's *Encyclopaedia of Rocks and Minerals* (£5.95. 0 365 091473) and Longman's *Illustrated Dictionary of Geology* (Alec Watts, £3.95. 0 582 55549 3). The seriousness of what surrounds us is staggering. A hill, at a distance, is a smudge of browns and greens; close to, it's a complicated geological code, or even a poem: all, moraine, striae, Closer still, as in the Longman Atlas of Igneous Rocks and their Textures (W S Mackenzie et al, £9.95), there's an inner space of startling beauty and precision; the magnified photography here is lovely. In contrast, the *Orbis Colour Dictionary of Gemstones and Minerals* (Michael O'Donoghue £4.95) seems flat, and prettified, poorly photographed and unimaginatively presented.

Geology is a tough-minded scientific discipline but one with a language and sense of order and history that puts most of the others in the shade. We are where we are and the shape of the land is a language "enchanted". MacDiarmid, like most Scots, was too bashful to say, simply, "thomo".

Brian Morton

## Kettle of fish

**The Aquarist's Encyclopaedia.** By Günter Sterba. Blandford £20.95. 0 7137 11469.

**The Macdonald Encyclopaedia of Aquaria.** Macdonald £4.95. 0 356 07914 7.

**Freshwater Fishes of Britain and Europe.** By Alwyn Wheeler. Kingfisher £1.95. 0 6272 0 43 5.

Fish can make attractive pets, especially for asthmatics. Although they can scarcely be called cuddly, many species will learn to recognize humans and are rewarding to study. A mature aquarist still make real contributions to science. Moreover, once beyond the goldfish bowl, the more exotic types demand a standard of care beyond that of the average domestic furry pet.

Newly translated from the German, *The Aquarist's Encyclopaedia* covers the whole range from plankton to whales. It is not restricted to aquarium information, offering a complete taxonomic description of the most important species with all the anatomical details which distinguish families and sub-families. The aquarist's needs are also fully met, with a daunting quantity of facts and figures on aquarium conditions, and the care and behaviour of its residents. This is distributed alphabetically throughout the work, which could make it difficult to find and use.

There are potted biographies of ichthyologists like William Beebe who descended to 923 metres to observe deep-sea fish in a home-made bathysphere, in fact the book almost serves as a general dictionary to life sciences. The *Vs* alone contain variety, vegetation, vein, ventilation, ventral, vertebrates, viral infections, vitamins and viscera among the least obscure entries. Indeed



Tide-line after a storm. The large fish is a wrasse, the large shells are other shells. There is also a burrowing starfish and rednose coddle. From *The Naturalist's Guide to the British Coastline*, by Ren Freethy (David and Charles £9.95. 0 7153 8342 6), which examines the animals and plants that inhabit our varied coastline.

some articles are almost too esoteric. A seeker after information on the economic significance of different whales is unlikely to look for it here, when only porpoises and dolphins can be readily kept in captivity. *The Aquarist's Encyclopaedia* seems set to become established as a leading work on its subject and to provide the serious aquarist with a potential life-time's browsing.

*The Macdonald Encyclopaedia of Aquaria* is one of the newer breed of paperback reference books. The hobbyist will find it more approachable than Sterba's heavyweight work, as it gives all the general data in a short introduction and then devotes half a page to each fish, plant or invertebrate considered. Each is also shown in a colour photograph, the more impressive in quality because the book concentrates on the more decorative spe-

cies. The key for cultural conditions is sensible, but the standardized layout means that the most interesting fish cannot be treated in much more detail than the marginal ones. The *Yoro* aquarist will still need a bit of friendly advice from an expert before using either encyclopaedia.

The angler studies the behaviour of fish in the wild rather than in captivity. Alwyn Wheeler's new *Kingfisher Guide to freshwater fish* is nearest to a naturalist's guide, but could be useful to fishermen in identifying catches and in outlining the range and habitat of the intended prey. The introduction is a most little essay on fish life, but otherwise it is hard to imagine anyone falling on the book with cries of "Eureka". Fish are the most elusive creatures to study in the wild, and nobody needs a guide to stuffed specimens.

JM

## Ragged guide

**An Atlas of Rural protest in Britain 1548-1900.** Edited by Andrew Charlesworth. Croom Helm £16.95. 0 7059 0703 6.

It should not be possible to be dull on a subject like rural protest. I'll admit a warning light went up at the title. Is an atlas the best way to approach such a highly complex network of relationships, about which, anyway, we are bequeathed variable and often unreliable information? The essence of historical mapping is that it compresses information in a readily available way which in itself presents patterns and relationships not otherwise easily perceived. As a limited objective, setting rural protest in a geographical and regional context could have thrown up some interesting points.

This book is more ambitious and the result is impenetrable, even to people with considerable appetite for the subject. The maps have to work far too hard. I could have done with some narrative captions rather than the essays which float uneasily in "aposition" attempting too much in too short a space, dropping wonderfully tantalizing hints of issues but unable to develop them. I should like to know what persuaded the editor to arrange the book under subject of protest rather than regionally and to deal only with collective action. Individual acts are often just as much an index of a groundswell of protest, as by the book's own account the mid-seventeenth-century copy-holders' tactics for undermining landlord's rights. And a local inheritance of disaffection can itself be a factor in further protest.

The book chronicles a middle ground of generalized trends, never focusing down to particular interest nor rising to a broad sweep and the style is similarly unrelieved. I feel sure that if a someone had tried to clarify the syntax, titling and keying, the work as a whole would necessarily have changed course for the better. Clearly, considerable academic effort has gone into it, but the contributions make only ragged order, rather than the synergic collaboration which would have opened up the subject.

FG

## Program guide

Guides to computer languages are necessarily proliferating. What is new about Piman's new *Programming Pocket Guides* (£2.25 each) is the format and the way in which the information is condensed. The booklets are small - about 4ins by 5ins - and designed to stand up like an osseil while the reader is presumably working at the computer.

The introductory guide is *The Pocket Guide to Programming* (John Shelley) which looks at the basic computer system and relates it to principles of programming. The other texts are guides to the programming languages: BASIC (Roger Hand), FORTRAN (Roger Hand), COBOL (Ray Welland) and PASCAL (David Watt). Each features a language overview in one or more pages and worked examples are provided.

Collins' *Gem Basic Facts* book on Computers (£1.50) is written as a pocket book companion for pupils, teachers and parents by Brian Samways, Director of the Birmingham Educational Computing Centre. It contains an alphabetical listing of explanations of terminology and jargon and clear diagrams and line drawings.

Carolyn O'Grady

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## In good faith

The Lion Handbook of Christian Belief. Lion Publishing £10.95. 85648 321 4. A Treasury of Biblical Quotations. Edited by Janette Speake. Hamlyn £5.95. 600 33247 0. Who? What? Where? in the Bible. By D M McFarlan. Blackie £2.50. 216 91333 0. Atlas of the Bible Lands. Edited by H T Fmek. Hammond £4.37 7055 4. Handbook for Biblical Studies. By Nicholas Turner. Blackwell £4.50 and £12.00.

If you were seeking an objective and trustworthy guide to political creeds, you would probably select one by a commentator on the political scene rather than one by, say, Mr Tobitt or Mr Benn. Of course if either gentleman's beliefs coincide exactly with your own, then you might well favour his work, but that is another matter. When you turn to a guide to Christian beliefs you are unlikely to have such a choice: only the committed seem to write books on this subject.

Of course this is not particularly important when the reference book is a biblical atlas or dictionary. Where it does matter is in a book such as *The Lion Handbook of Christian Belief* (note the simplistic singular) which contrives to be simultaneously enticing and aggravating.

It is first a seductively attractive book, illustrated throughout in full colour with plenty of short, appetizing articles and simple charts; but at the same time it is ennobling in its intellectual dishonesty. This is a book which tries to show that the stories of the virgin birth of Jesus are true because "attempts to demonstrate them to be fictitious have been unsuccessful" and because it is "fitting and probable that his birth was unique". It goes on to "prove" the resurrection of Jesus by setting out the "evidence" which "must be true because the eyewitness accounts contradicted each other

and because "honest witnesses never tell precisely the same story". The publisher's blurb claims that the book's standpoint is "orthodox". It is certainly not Orthodox: the glorious traditions of the eastern Churches are reduced to one anecdote and an article which fills only three quarters of one of the book's 480 pages. Roman Catholics fare a little better (five references in the index) and are even occasionally commended for showing signs of returning to the fold of Bible Christianity and for forsaking such terrible things as a developing tradition.

There are in fact several charitable references to viewpoints other than those of its writers, but this is still a narrowly-based evangelical statement and not a particularly honest one at that. It hedges its bets as to whether the Genesis story of creation in six days is literally true and uses words like "possibly" to describe Darwin. Even so it will broaden the smiles on the faces of those for whom doubt and debate form little part of their faith.

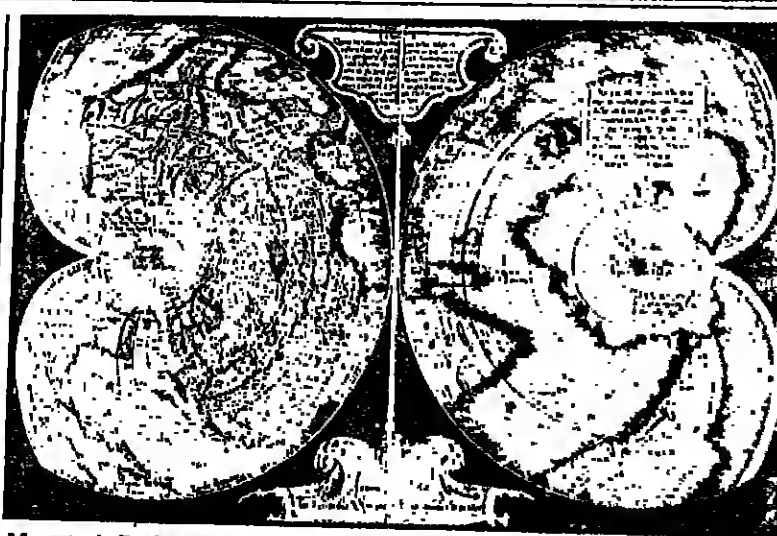
A Treasury of Biblical Quotations will, I suspect, please a very different market. It is simply a dictionary of quotations which have been selected "to show the range, beauty and expressiveness of the language of the Bible"; that is, of the Authorized Version. Presumably it is a gift book for those who enjoy declaiming the bits which sound good.

Very much more useful is *Who? What? Where? in the Bible*, originally published as "A Bible Reference Book for Schools and Colleges". One can see why the publishers favour the new title but the original would still stand. It is an easy-to-use, easy-to-read dictionary of biblical proper names from Aaron to Zion, with additional entries on topics such as miracles, parables and legends. The account of the creation is clearly labelled as a use of myth and symbolism "to state in sublime language the Jewish belief that the entry on the first day of the world fully points out the many questions raised by the stories, separating his-

torical truth from religious significance. This is a book which should be accessible to all those studying the Bible from O level upwards. Though it does include five line maps, most students will probably need also to refer to a biblical atlas at some time. *Hammond's Atlas of the Bible Lands* must be a strong contender in this crowded field. Unlike, for example, the Penguin or the Oxford atlases, it is an atlas pure and simple and not an archaeological guide to the Holy Land. However it does include some photographs and besides the traditional maps of ancient Canaan, the Empire of David and Solomon and Paul's Journeys, it offers minifall and temperature maps, battle plans, street maps of Babylon and Rome, and a modern map showing oil pipelines, disputed areas such as the West Bank and UN buffer zones.

Finally, another book with its feet splendidly on the ground. Nicholas Turner's *Handbook for Biblical Studies* is for those, like its author, who find they are capable of forgetting three times in a few days the meaning of a word like "eschatology". While it is likely to appeal especially to the "panic-stricken first year theology student" and the clergyman who "finds his learning melting into the haze under the pressure of 'jumble sales'", it will also be very useful to friends of RE departments and advisers who wish to survive or impress in religious conferences. It does not include words which appear in the Bible (they have been "exhaustively covered again and again") but provides a glossary of theological terms, some of which are theologically grotesque and should never have been invented. It also includes such very useful things as a two-page simple chronology of the Bible and an even more useful half-page super-simple chronology. It concludes with a word on the Bible: "I don't really know...".

David Self



Marcator's Projection, a map made in 1538 which names the Americas for the first time - an illustration from *Maps by Michael and Susan Southworth* (Hutchinson £27.00. 0 8212 1503) which "seeks to broaden our concept of what a map can be" through analyzing and illustrating more than 200 creative approaches to mapping problems.

## Kingdom come

Monarchs, Rulers, Dynasties and Kingdoms of the World. Compiled by R F Tapsell. Thomas and Hudson £18.00. 0 5001 250855.

In vain historians protest that their subject is not, as our parents complained, a matter of lists and dates of kings and queens. For here's a book to prove, with incredible scholarship, that it is just that. The first part is an alphabetical guide to territories and their dynasties and the second, larger, part consists, precisely, of lists of rulers and their dates, over 13,000 of them, from 3,100 BC to the present day. And far from being a dry catalogue, the author tells us of kingdoms in Asia, Africa and Oceania that we never knew existed.

David Self

There is no simple and tidy way to set out the thousands of rulers of the kingdoms that have ruled since the dawn of time. When an important prince died there was often a complete reshuffle of powers.

The one non-manualized list included, for the reader's convenience, is that of presidents of the US. That must have presented a problem for the author, who includes the nineteenth century self-appointed emperors but not the current hereditary presidents.

Mr Tapsell takes no stance in relation to his material. He simply lists what since recorded history began the great majority of empires and peoples have lived under the rule of monarchs, but that in the present century monarchy has disappeared "with a speed rarely unequalled by any other vanishing human institution". He lists the world's population living under the rule of monarchs, but only less than one per cent have kings or queens with any real power.

Colin Ward

## Anthology of beliefs

Secret Texts of the World. A Universal Anthology. Edited by Niall Smart and Richard Hecht. Macmillan £14.95. 0 333 31080 2. Creative Mythology £4.95. Primitive Mythology. Oriental Mythology. Occidental Mythology. By Joseph Campbell. Penguin Books £3.95 each.

The name of Niall Smart is sufficient guarantee of the usefulness and scholarly character of this collection of sacred texts which he has brought together in association with Richard Hecht. The two editors have produced a set of readings designed to represent the religions of the world, in all their scope and variety. But how is such vaulting ambition to be realized in 400 pages?

At the centre are the two core religious traditions, first Abraham's three quarrelling children, Judaism, Christianity and Islam; and second, the Indian traditions: Hinduism, Buddhism, Jainism, and (somewhat separate) Sikhism. Then there is a third "tradition", perhaps more united by geographical continuity than organic connections, Confucianism, Taoism, and Shinto. But after that we run into real problems of selection: in the remaining sections which deal with "The Powerful Dead", meaning mainly religions of the Ancient Near East, Small Scale Religions, "New Religions", and "Secular World Views".

This last awkward squad are inevitably composed of rag, tag and bobtail. The section on the Ancient Near East begins with a group of "Sacred Narratives", drawn from Zoroaster and Ancient Mesopotamia, Theod's Theology, and a

Myan creation myth. There follows a "doctrinal" section, including Akhenaten's great hymn to Aten, with its striking resemblances to Psalm 104, a Zoroastrian text on judgment, part of the Talmud on the Creation and a piece of Aztec speculation on the origin of man. After that come the "ritual" texts, from the same group of traditions, and a section called "Institutional Expression", which rather surprisingly includes Virgil's "Messianic" Eclogue. The final selections under "The Powerful Dead" deal with the experiential side of religion and its ethical approach. The six-fold sequence of sacred narrative, doctrine, ritual, institutional expression, experience and ethical dimension is followed through in all the principal sections of the whole volume.

This noble six-fold path is equally strained when deployed against small-scale religious traditions, new religions and secular world views. The small scale religions are mainly of African, Polynesian and Amerindian provenance. As for "new religions" they are pure bran tub: bits of the Moon, the Christian Science, the Mormon and Babal scriptures, some thoughts of Sri Aurobindo and (the only lively bit) a piece about the Zulu prophet Isiah Shembe. This is pretty unreadable, especially the Mormon parody of the AV which only shows that unreadability and eratic Jacobean are on bar world views are represented by the Gettysburg address, the Communist Manifesto, a bit of Mao, Russell's *Free Man's Worship*, Richard Jefferies' *The Story of My Heart* and the Preamble of the UN Charter. Well, order has to be imposed somehow and the six-fold classifica-

tion holds up reasonably well for the major world religions. Thus Judaism starts with sacred narratives about Creation and Re-Creation (Isaiah 42:43), the Covenant with Abraham, the youth, death of Moses, and Exodus, the exile as portrayed in Psalm 137, and the promised Messianic Kingdom of Isaiah 61. Ritual is represented by the Sabbath, Sacrifice and Passover, institutions by priesthood, the law and the holy people, experience by the revelation of Sinai, certain prophetic visions and selections from wisdom literature, and ethics by the commandments and pieces from Leviticus and Proverbs.

This descriptive catalogue simply outlines the broad contents and organization of the anthology. I would think it very useful for sixth forms, and departments of religious studies, as well as for general reference. It is attractively printed, with helpful introductions which are usually more interesting than the texts. Indeed, the texts themselves are sometimes excruciatingly boring, especially when done up in most rhetoric. They engender the thought that sacred texts need their contexts in ritual activity and piety, and preferably art.

David Martin

EXTRA

## Draughtsman's contact

Encyclopaedia of Drawing. By Clive Ashwin. Batsford £14.95. 0 7134 01338.

Despite its rather old-fashioned, confused looking dust-jacket, and the fact that the author's biography on the dust-jacket puts 24 letters after his name (perhaps a social rather than an intellectual misjudgment), this is an admirable book about drawing. Clive Ashwin, in addition to his initial honours, is Assistant Dean of Art and Design at Middlesex Polytechnic, and a contributor to this paper amongst many others. He has clearly had a good deal of educational experience, and he writes in a style which is happily neither pretentious nor obfuscatory. Although there are about a hundred different terms, arranged in alphabetical order, *Encyclopaedia* is hardly the appropriate word for a book of this size and scope, which is pleasantly discursive, could be read as a continuous whole, and contains none of the bibliographic apparatus which one would have been led to expect by the title. "Handbook" might have been a better word.

Many of the entries are of absorb-

ing interest. That on children's drawings, for instance, is full of useful information, and contains three especially interesting illustrations, one from Karl Ludwig Franke's *Methodische Anleitung für den Unterricht im Zeichnen*, which gives a frightening impression of the kind of geometric drilling, which, for so many years, was imposed on children as an introduction to the pleasures of drawing; the other two, a contrasting pair of views of a tree-lined avenue, as seen by a Mexican child, the other by Hobbema. There is an illuminating (though rather short) piece on computer graphics, and a most comprehensive treatment of subjects such as architectural drawing, doodling, caricature and fashion drawing. The illustrations are delightfully unobtrusive, and a constant source of pleasure.

At a time when, throughout the world of art, there is a reaction against the self-indulgent aberrations of abstraction and other similar forms of expression, this book will prove an invaluable companion for those anxious to savour the more disciplined delights of draughtsmanship.

Bernard Denvir

## Step-by-step

The Concise Oxford Dictionary of Ballet. (Second Edition). By Harriet Kogler. Oxford University Press £15.00. 0 19 311323 2. £5.95. 311330 9.

Harriet Kogler is West Germany's best known dance critic, at home in English as much as German, and therefore read regularly in numerous dance journals on both sides of the Atlantic. The first edition of his *Concise Oxford Dictionary* rapidly established itself as a rival to G B L Wilson's famous pioneering *Dictionary of Ballet* and this second edition, so much more up-to-date and completely revised, will complete the process. The unusually restrained blurb claims "5000 entries on every aspect of ballet over the past 400 years". I see no reason to doubt either the claim or the quality of the revision. Checking entries where I know there were errors in the original edition, I find them corrected and entries which would have needed up-dating suitably up-dated.

Including the Gulbenkian Report, *Dance Education and Training (1980)* I suppose a few errors are inevitable. The last director of the Royal Ballet's Ballet for All group, for example, was Adrian Grater, not the group's ballet-master Oliver Symons.

My principal criticism, therefore, lies not with the entries but with the title. I suppose the word "Ballet" sells better than "Dance", but if one is going to claim "the most comprehensive one-volume reference book... devoted to ballet", this presumably excludes modern dance. It doesn't, of course, because to leave out Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor and the rest would be plain stupid. So why not call it what it is, "A Dictionary of Theatre Dance"? We are past the time now when ballet was the only recognized theatre style. Ballet is what it always has been, a special form of the most wonderful human activity called dance.

Peter Brinson

## Musical score

Depth and breadth are particularly difficult to achieve in a pocket dictionary. The Collins Pocket Dictionary of Music. (Collins £3.95. 0 00 434 368 9) contains over 6,500 articles and aims to cover everything: composition, instruments, compositions, technical terms, musical forms, performance, periods, critics, musicologists, composers, opera companies and instruments-makers - ancient and modern.

While it is admirably comprehensive in most of these categories, there are a few surprising omissions from the field of performers. Every composer of music reference books will have their own ideas for Outstanding Performers of the Year/Decade/Century, but one would surely expect to find, among prominent instrumentalists, the 1970s and 1980s, names like Kyung Wh Chung and Cécile Ousset. Catlog the net further back in time, pianists like Emil Gilels and Shura Cherkassky are conspicuous by their absence, as are the legendary Lili Pons

and Gail Curci. Not surprisingly, it is less detailed in some categories than the larger and more expensive (paperback) *Concise Oxford Dictionary of Music*. The latter, for example, gives more biographical detail on Mozart, and also lists more works by Köchel number and date than does the Collins volume. That said, the Collins essays on the major composers are lucid and concise, incorporating as they do salient biographical details, an assessment of achievements, and a list of most important compositions.

There can be no doubt that the Collins dictionary is a very good value for money. It is thoroughly up to date but also devotes careful attention to the Renaissance period. Even an enthusiast's ignorance would be able to cope, as it gives an appendix on the most basic musical signs and symbols and is fully cross-referenced. Moreover, musical examples are used to illustrate entries on technical terms.

Caroline Mendham

1983 Yearbook of Astronomy edited by Patrick Moore (Sidgwick and Jackson £7.95 and £4.95) combines the usual monthly information with articles about the latest research. This time it looks at quasars, the faintest and most distant objects ever observed, and the problem of rotation of the planet

Uranus. Patrick Moore's quick, easy reference guide *The New Observer Book of Astronomy* has been revised and updated (Frederick Warne £1.95. 0 7252 1646 0). The book is written for the beginner and outlines the basic facts of astronomical science.

## Universal

The Dictionary of Space Technology. By Joseph A Angelo. Jr. Frederick Muller £12.50. Photographic Atlas of the Planets. By G A Briggs and F W Taylor. Cambridge University Press £12.50. The Space Shuttle Operator's Manual. By K Joels and G Kennedy. Papermac £5.95. Whitney's Star Finder. By Charles A Whitney. Michael Joseph £5.95.

These four books are of very different types. *Space Technology* is, as its name suggests, purely a dictionary. The author, Dr Joseph Angelo, is well qualified to write such a book, since he has himself been involved in the space programme. What he has attempted to do is to present a dictionary which is clear enough to be of use to the relative beginner, and yet detailed enough to be of equal use to the well-informed student. In both aims, he has succeeded remarkably well. The text is clear and concise, and the line drawings are very adequate without being in the least ostentatious.

There is a tremendous amount of accurate, up-to-date information, and this is definitely a book which I will keep on my shelf, handy for reference. It was published in June 1982, which means, inevitably, that a few sections need updating; but this is not a serious problem, and no doubt future editions will follow. Highly recommended.

The Cambridge *Photographic Atlas of the Planets* is excellently produced, and the price of £12.50 is low by modern standards. The sections cover, in turn, Mercury, Venus, the Earth and Moon, the Jovian system and the Saturnian system. No fault can be found with the reproduction of the plates, both coloured and black-and-white, though in some of the maps the lettering is so small that one needs a magnifying-glass to read it. The selection of pictures is quite adequate, though in general the captions do not add much information, and it would have been much more useful to add lists and positions of named features on, say, the satellites of Saturn. The text is not above criticism. There are some slips (on the very first page we read that Pluto was discovered in 1920, not 1930), and the nine-page introduction, setting out the main points to be covered later in the book, is rather heavy going. Moreover, the text is printed throughout in unjustified type - which is admittedly a modern trend, but in my view tends to give an overall amateurish look! The book would benefit from an overhaul of some parts of the text, and it would also help to link in the separate photographs with the main maps of the various bodies. However, this is not to imply that the book is anything but good value.

The *Space Shuttle Operator's Manual* is described as giving "step-by-step guidance - as provided for NASA flight operators - to launch you into space. Once in orbit you can operate the Shuttle's many complex systems, carry out its missions, and deal with any technical and medical emergencies that may arise". Frankly I opened the book with a feeling of apprehension; such claims have been made before, not once but many times. However, on this occasion I was pleasantly surprised. The plans of the Shuttle are well laid out, and are remarkably clear. Details of the mission procedures are given in detail - even to the times when things go wrong (as with the actual Shuttle, to date, they often have).

It is not easy to see the age-group for which the book is intended, but certainly any intelligent 14-year-old will be able to follow it throughout, and will certainly have a great deal of fun with it - as will space-minded adults. All in all, this is an original and interesting production which ought to sell well. Many points of work must have gone into its production. I am rather less enthusiastic about *Whitney's Star Finder*, not because



Pilot's launch position. From *The Space Shuttle Operator's Manual*.

there is anything definitely wrong with it, but because it does not provide anything new. There is a brief elementary text (which could have been more carefully checked; thus on page 64 Arcturus is described as a yellow star, and there is a reference to "the Capricornus" as being the brightest star in Capricornus - whereas in fact the genitive "Capricorni" should have been used, and in any case Capricornus is less bright than 6 in the same constellation). There is also a very dangerous piece of advice on page 21. The author writes that he found Venus in the morning just before dawn, and later swept for it with binoculars, judging its location against the branches of a tree. In fact,

sweeping around with binoculars with the Sun above the horizon is to court disaster. Sooner or later a tragic accident will occur, and the procedure should on no account be recommended.

There is a "star finder" at the back of the book which is simply a double-sided planisphere, quite sound in general but rather inconveniently small. I would much prefer one of the larger and bolder planispheres which can easily be obtained. Moreover, Whitney's text contains almost no star maps, though there are several blank or half-blank pages which could have been put to good use.

Patrick Moore

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## Lilies of the field

Plants of the Bible. By M Zohary. Cambridge University Press £9.50. 0 521 24926 0.

A series of ancient texts like those in the Bible are inevitable sources for all kinds of studies including botany. Research on Biblical plants besides being a purely scientific matter attracts attention for religious reasons and as part of modern Israel's exploration of its ancient roots. The Bible mentions 110 plants and careful attention to botanical details coupled with textual and linguistic studies has allowed identification of most of them.

English translations of the Bible are notoriously inaccurate with many trees attributed to the Holy Land which have never grown there. Study though has produced better sense of many familiar verses - carob for John the Baptist's locusts; identifications for the burning bush (bennet); the lilies of the field (crown anemone) and other changes (the rose of Sharon as a lily). Zohary's book is endlessly fascinating, splendidly organized, furnished with all the necessary background (climatic, pedological, etc.) and colour photographs on every page.

Ian Caruana

## A DICTIONARY OF THE OLDER SCOTTISH TONGUE

from the twelfth century to the end of the seventeenth century. Edited by William A Craigie (1925-55), A J Aiken (1955-), James A C Stevenson (1973-).

AUP has taken over responsibility for publication and distribution of this Dictionary from the University of Chicago Press. Parts XXX and XXXI are now available. These two Parts complete Volumes Five (Parts XXVII-XXXI). All previously published Parts and Volumes available through AUP.

## THE SCOTTISH NATIONAL DICTIONARY

from the eighteenth century to the present day. Edited by William Grant (1925-46), David D Murlson (1946-76).

AUP now markets and distributes the SND for the Scottish National Dictionary Association. Completed in 1976, the Dictionary is published in ten Volumes.

Further information from:

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EXTRA

## Umweltschutzexperte

Langenscheidt's Condensed Muret-Sanders German Dictionary (German-English). Edited by Heinz Mesinger. Hodder and Stoughton £34.95, 0 340 33071 6.

Harrap's Concise German and English Dictionary. Edited by Robin Sawers. Harrap £6.95, 0 245 53869 0. Collins Pocket German Dictionary. Edited by Veronika Schnorr, Ute Nicol and Peter Terrell. Collins £3.50, 0 00 433202 4.

The Condensed Muret-Sanders single-volume German-English dictionary, although based on the well-established Langenscheidt *Encyclopaedic Dictionary* in two volumes, is much more than a shortened version of the larger work. It does, in fact, contain a sizeable amount of new material in its 140,000 entries. As the preface explains, the dictionary has been made as up-to-date as possible and includes a whole new area of contemporary vocabulary ranging from modern scientific terminology to the language of the "T-shirt generation". Neologisms like "Umweltschutzexperte", "Einsteigedroge" and "nachrüsten" are all there, while "Simbabwe" has a place in the list of geographical names. Roman has also been found for many regional and dialect forms such as "Steppke", "Stint" and "Stippe" (although the Austrian usage of "Schule" for "Tasse" is not listed), as well as for colloquialisms like "scheissfreudlich" and "stinkvornehm". East German forms such as "Staatsratsvorsitzende" and "Volkakammer" have not been neglected either.

The different styles of type and general layout, which follows the three-column division of each page adopted in the *Encyclopaedic Dictionary*, make the work extremely easy to use. A comprehensive appendix provides useful information on such diverse matters as German irregular verbs, abbreviations, biographical names, weights and measures, proof reader's marks and a novel inclusion not found in the parent dictionary - mathematical symbols. This is undoubtedly the best single-volume German-English dictionary currently available and it should find a particularly warm welcome among professional users of the German language.

Harrap's *Concise German and English Dictionary* aims at filling a gap between the numerous small pocket dictionaries now available and medium-sized volumes like the *Collins German Dictionary* published in 1980. Over 95,000 headwords are covered and emphasis has been placed on providing adequate illustrative examples and on differentiating between usages. Full grammatical information is also included and the general layout is admirable. Since the editor has concentrated on contemporary usage, archaic and literary forms are excluded except where they have become set phrases or are used humorously. Highly specialized words and phrases have also been included, but a considerable amount of technological vocabulary has been incorporated in order to keep abreast of modern developments. This "microprocessor" and "printer" are to be found, but not, strangely enough, "microchip". Another odd omission is the adjective "binary" (German "binär"), especially as expressions like "binary number" and "binary code" are commonplace nowadays. A number of the more common East German words and phrases such as "Volkspolizei" and "Volkseigenes Betriebs" are included as well as some Austrian and other regional forms.

A special feature of the German section is the use of the "combining form" entry which has been adopted from the old Harrap *Standard German-English Dictionary*. This illustrates through examples how a verbal prefix or the first component of a set of compound nouns or adjectives is translated and results in a considerable saving of space. The volume is sufficiently compact to fit comfortably into a briefcase and will be found particularly useful by students and travellers.

*Collins Pocket German Dictionary* contains over 46,000 words and phrases and includes, in addition, sections on German grammar and pronunciation together with tables of irregular verbs and lists of common abbreviations, countries, nationalities and languages. There is also a section on the time, dates and numbers. Constraints of space naturally limit the number of illustrative examples listed and the explanation of German syntax is necessarily over-simplified, especially where rules of inversion are concerned. Nevertheless this work provides a useful tool for anyone just beginning to learn German or for the traveller who requires a really compact up-to-date dictionary of German and English.

Derrick Barlow

## Falsos amigos

Companion Spanish-English Dictionary. Pan Books £1.95, 0 330 26650 0. Collins Pocket Spanish Dictionary. Collins £3.50, 0 00 433204 0.

Dictionaries have been harder hit by inflation than most books, and it is no surprise to find two major publishers competing at the lower end of the market with those new publications. Both aim for portability, and Pan have dedicated their dictionary to travellers and students; functional in size, shape and price, its classroom and suitcase shelf-life will not match that of the sturdy-bound Collins.

However, Collins needs a bigger pocket, but for portability and purchase. Admirers of their excellent full-size Spanish dictionary will be disappointed that the new baby is not a scaled-down Collins Smith but a built-up "Gem". This parentage shows in the rather cautious, conservative selection of headwords, without knowing exactly why, I caught more than a whiff of the dated style of mid-1960s Spanish

newspapers. This may imply that the dictionary is weak on the colloquial language. In fact Pan is two, and compilers of mini-dictionaries can scarcely be expected to supply long lists of quickly-minted slang words. But if these are required, Pan is a better bet. Conversely, the "service manual" section on pronunciation and grammar is more helpful and readable in Collins - and this dictionary makes a feature of distinguishing between British and American English, which will be of assistance to potential users whose native tongue is Spanish. But neither gives much assistance on Latin-American usage, nor on the pitfalls of archaisms (*haber* and *mas* defined as "hut" appear in both) and those famous "falsos amigos".

Spanish and English are too rich in lexis and idiom to lend themselves willingly to the compact dictionary format. But, given that popular publications are necessary, the criterion will be value for money - and so I rate Pan the better buy.

Hugh Whittaker

## Bon mots

N'ayez pas peur de vous tromper, vous trouverez les solutions à la fin du livre. Harrap's *Dictionnaire de 2000 Mots* (£2.50, 0 245 53934 4) is designed for French-speakers who are learning English, either alone or in class. Grammatical difficulties are ironed out, and exercises are appended.

Reckless, here just brought out two more Pocket Dictionaries: Dutch, compiled by Ferdinand G. Renier, (£3.95, 0 7100 93527) and Russian, compiled by W. Harrison and Svetlana Le Fleming. (£4.50, 0 7100 98007). Within the space of 560 pages each, they represent handy alternatives to their larger competitors.

J. T. Fring's *The Oxford Dictionary of Modern Greek* (£9.50, 0 19 864137 0) fills a gap in that department; designed primarily for the English-speaking user, it will also be helpful to Greek speakers who want to improve their English.

"Break down" - destroy? fail to work? lose control of oneself? - occasions one of the simplest examples of the considerable usefulness of The Longman Dictionary of Phrasal Verbs by Rosemary Courtney (£6.95, 0 582 55330 2). Subtitled *The Learner's Guide to Two-word Verbs*, it defines each verb concisely and clearly, with examples of how it is used and the subjects and objects that are used with it. It also notes related nouns and adjectives (*breakdown, broken-down*), and includes verbal idioms.

Making *The Most of Your Easy English Dictionary* by Michael Winter (Harrap, £1.00) is designed to help students both alone at home and in the classroom to use all the information at their disposal in the *Easy English Dictionary*. It offers exercises to help readers check up on their spelling and grammar, to improve their pronunciation, to build words from affixes, and to increase their mastery of colloquial

## Hey presto!

Adrienne's Italian-English and English-Italian language learning. Italian No Time (14th edition, £4.95, 0 19 150511 1) follows the pattern of her previous volumes on *Der Germanisch* and *French in No Time*.

If a wide colloquial vocabulary is what you need, this book could be the answer. It covers most aspects of the language: tenses, particles, reflexive verbs, etc., and aims to provide the student with enough vocabulary to cope with modern life as a tourist, businessman or whatever.

A point in favour of this lean-and-hurry method is the fact that vocabulary is assimilated in groups, so that words are learned by association. It uses plenty of brief sentences for translation to ensure that a word of rule has been learned thoroughly.

On the other hand, for anyone contemplating a solo voyage through the book, one drawback is the absence of a pronunciation guide. If you were beginning from scratch, for instance, you would not necessarily know that "ch" is pronounced as a "k". The book is, in fact, intended for use by a class with an instructor.

The most obvious advantage of this method is that the student feels he/she is making progress very "presto" indeed.

Caroline Mendham

## et tu, Brute!

*Bergschrund, heri-bei, bersaglere* - et tu, Brute! etude, cynom... *et tu, Brute!* is a very different kind of reader. The *Pen-Book International Travel Handbook* as it claims to be, for the "ordinary" traveller, the average tourist who travels only in order to arrive at a destination, the journey is an uncomfortable and often tortuous experience. The particular emphasis of the book, therefore, is on preparation. Beginning with a section on planning, the book proceeds to cover all the usual subjects: fares, health, accommodation, and the more regular modes of travel. Particularly useful is an extensive country by country guide including information about such things as currency, health regulations and public holidays. Moderately priced, this is a useful if somewhat uninspired travel guide. The *Traveller's Handbook*, on the other hand, does not cater for, and clearly does not want to be associated with, the mass of tourist travellers. A compilation of articles by over 70 contributors, it claims to be "a book for the free spirit", concerned with "human contact rather than physical spectacles". Its main purpose is to provide for the "specialist" traveller information that is more difficult to obtain; and to discuss [little-treated yet important

Michael Church

EXTRA

## Heads, bodies and legs

Everyday Guide to Family Health. By Susan Leach. Faber & Faber £5.95, 0 571 11933 6. You and Your Body. By David Keable-Elliott. Hamish Hamilton £5.95, 0 241 10922 1.

What Everyone Should Know About Drugs. By Kenneth Leach. Sheldoon Press £6.50 and £2.50. A Handbook of Psychoactive Medicines. By Terence Duquesne and Julian Reeves. Quartet Books £7.95, 0 7043 3393 7.

Coloring Atlas of Human Anatomy. By Edwin Chin Jr and Marvino M. Shaw. Harcourt Brace Jovanovich £5.80, 0 15 511800 5. A Colour Atlas of Foot and Ankle Anatomy. By R. M. H. McMillan, R. T. Hutchings and B. M. Logan. Wolfe Medical Publications £12.00, 0 7234 0782 7.

The recent information explosion about medical matters, exercises therapies and how to look after yourself manuals has still not reached everyone: to meet this need the *Everyday Guide to Family Health* has crossed the Atlantic from its American home. This comprehensive encyclopedia, a large format paperback, preserves its American accent as its English publishers have not changed it in any way: entries for poison ivy, love tests and black widow spiders indicate that exposure has been spared in bringing it over.

Thamatically, it concentrates on the young family, so problems of children's growth and development, and mishaps on the way, are dwelt on at length. American emphasis on behavioural questions in children's development - entries on aggression, boasting, mental attitude and sharing, among many others - will help to fill a gap left by other health guides and will be useful to many parents.

Many of the illustrations, however, serve no useful purpose except to break up the text. References to the colour plates scattered throughout the text are also redundant since there are none: an enquiry to the nonplussed London editor produced the answer "What references? What plates?" Presumably they stayed at home.

*You and Your Body* is a guide for those aged 10 to 16 written by an English doctor. Candour and lack of pomposity are the book's strong points - the author does not preach, even about sex, and there is a wide-ranging discussion about sex, contraception, STDs and other matters of central importance to a young teenager's life. The subjects covered include skin care, diet, drugs and medicine, relationships and personal problems and illness. Older readers may wish that they had had access to a book written with such down-to-earth simplicity in their day.

Drug taking by young people is always good newspaper copy - and thus dispassionate fact and evidence is often the loser - a point made much of by Kenneth Leach in *What Everyone Should Know About Drugs*. He worries at the reasons for drug abuse, discussing the types of

fitness enthusiasts are also hypochondriacs, and any sports health directory runs the risk of becoming the sports hypochondriac's handbook. In this case the authors stress that theirs is not a self-treatment book and indeed it is written with such commonsense that any ailing athlete would seek expert advice of his own volition. Sound commonsense, too, is the essence of the Emergency Section, a contribution from Dr J. G. P. Williams, the book's consultant. Tucked away at the back, this very important section should not be overlooked.

The *Principles of Rugby Football*. By John Dawes. George Allen & Unwin £9.95, 0 04 796067 1.

Centenaries may come and go, but the Welsh Rugby Union celebrations also produced a significant development for the game by holding an International Conference for Coaches and Referees. This book is based on the papers given at that conference by the world's foremost coaches and referees, resulting in what is probably the most advanced book on all aspects of rugby. The philosophy and techniques of coaching and refereeing are so blended as to encourage understanding between the two influential agents affecting the spirit of the game today. Also evident when studying the many principles laid down is the amount of commitment required from players. Perhaps arising out of such commitment are two controversial areas - violence and amateurism. A Vice-Marshal Larry Lamb competently tackles the problem of violence. It may be a measure of the confusion between any form of professionalism and the rugby union that amateurism is not examined fully by any contributor; though, in fairness, as Ray Williams points out, it is the function of the International Rugby Football Board to define the rules on amateurism.

The *Principles of Rugby Football* is not a book for the beginner, nor will it offer much comfort to the Extra XV player of coarse rugby circles. It is, however, a book which will prove invaluable to all who coach, referee and play seriously, and have the ambition to reach the higher echelons of the game.

Paul Wapshott

## On the road

The Penguin International Travel Handbook. By Peter and Magda Hall. Penguin £2.95, 0 14 046 317 8. The Traveller's Handbook. Edited by David Cranfield. Putnam £5.95, 0 7088 2280 0.

Two similar titles but two very different books, appealing to a very different kind of reader. The *Penguin International Travel Handbook* as it claims to be, for the "ordinary" traveller, the average tourist who travels only in order to arrive at a destination, the journey is an uncomfortable and often tortuous experience. The particular emphasis of the book, therefore, is on preparation. Beginning with a section on planning, the book proceeds to cover all the usual subjects: fares, health, accommodation, and the more regular modes of travel. Particularly useful is an extensive country by country guide including information about such things as currency, health regulations and public holidays. Moderately priced, this is a useful if somewhat uninspired travel guide. The *Traveller's Handbook*, on the other hand, does not cater for, and clearly does not want to be associated with, the mass of tourist travellers. A compilation of articles by over 70 contributors, it claims to be "a book for the free spirit", concerned with "human contact rather than physical spectacles". Its main purpose is to provide for the "specialist" traveller information that is more difficult to obtain; and to discuss [little-treated yet important

Penny Turnbull



Cool, edited by Gene Scuderi, is a *Flitper's Directory*. It may not be cool to read about cool, but to act cool, dress cool, talk cool, and know cool you need this book unless you're too hip to be true! ... above, Clint Eastwood shows his badge of cool in *Dirty Harry*.

## Pedal power

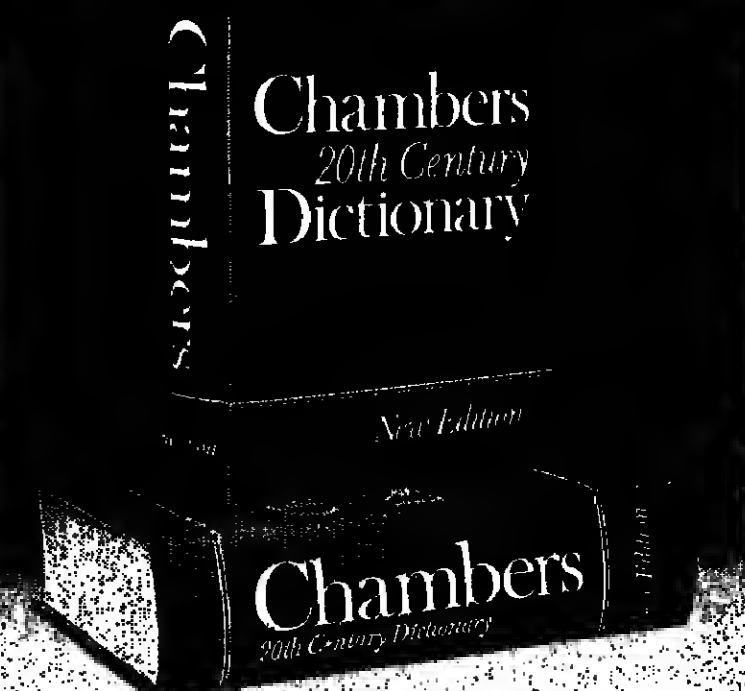
The Complete Cycle Sport Guide. By P. Konopka. EP Publishing £6.95, 0 7158 0798 6.

Cyclists in Britain are very often regarded as a traffic hazard. On the continent, however, cycling is a major sport which requires harmony between man and machine. Peter Konopka, a German doctor specializing in sports medicine and himself a racing cyclist, has written a veritable "workshop manual" for the racing cycle and the human machine. He reveals the secrets of sport cycling and draws on a vast fund of knowledge to produce an extremely readable work which will become an essential reference book

for both the novice and the experienced racing cyclist. A specialist's book it may be, but because it is so enjoyable to read it deserves a wider audience. It can be recommended to all those interested in sport and human performance, especially those who wish to understand the physiological aspects of training. Particularly impressive is the way such a mass of information is presented with great clarity, and the concise text is augmented by excellent diagrams and illustrations so that every facet of the sport is fully explained, whether it be the advanced mechanics of the racing cycle or the intricacies of a performance diet.

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## SECONDARY MODERN LANGUAGES

## WARWICKSHIRE

## MYTON SCHOOL

18 Form entry, 10-18 yrs, co-educational. Comprehensive school, 1000 on roll, sixth form 170.











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## **THE TIMES EDUCATIONAL SUPPLEMENT 11.5.83**

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## **Craft, Design and Technology**

Vacancies exist for qualified and experienced teachers of Craft, Design and Technology within several secondary schools in the City. Teachers of Technology, Technical Graphics, Design in Wood and Metal, Building Studies and Motor Vehicle Technology are encouraged to apply for posts graded up to Scale 3. Applications including C.V. to Room 311, Education Office, Margaret Street, Birmingham B3 9BU to arrive no later than 19th May, 1983.

**BIRMINGHAM CITY COUNCIL**



















RT AUGUSTUS ANNE  
SCHOOL.

Boarding School for boys  
(C. 140) requires for

**GEOGRAPHY - GRADUATE** to teach at senior

**LONDON**

standards.

CITY OF LONDON SCHOOL  
FOR GIRLS

• **What is the purpose of the study?**

# HER

(Tel: 0940-063031).







BERKSHIRE  
SOUTH & WEST  
SCHOOL OF  
TECHNOLOGY  
Required for  
the following  
positions:  
1. Lecturer in  
Social Studies  
2. Lecturer in  
English  
3. Lecturer in  
Mathematics  
4. Lecturer in  
Science  
5. Lecturer in  
Art & Design  
6. Lecturer in  
Music  
7. Lecturer in  
Physical Education  
8. Lecturer in  
Health Education  
9. Lecturer in  
Business Studies  
10. Lecturer in  
Law  
11. Lecturer in  
History  
12. Lecturer in  
Geography  
13. Lecturer in  
Modern Languages  
14. Lecturer in  
Information Technology  
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Engineering  
16. Lecturer in  
Manufacturing  
17. Lecturer in  
Design  
18. Lecturer in  
Architecture  
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Construction  
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Agriculture  
21. Lecturer in  
Forestry  
22. Lecturer in  
Environmental Studies  
23. Lecturer in  
Sports Science  
24. Lecturer in  
Recreation Management  
25. Lecturer in  
Public Health  
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Veterinary Medicine  
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Pharmacy  
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Biomedical Science  
31. Lecturer in  
Food Science  
32. Lecturer in  
Textile Technology  
33. Lecturer in  
Ceramics  
34. Lecturer in  
Glass Technology  
35. Lecturer in  
Metallurgy  
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Chemical Engineering  
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Mechanical Engineering  
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Electrical Engineering  
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Civil Engineering  
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Structural Engineering  
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Transport Engineering  
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Aerospace Engineering  
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Marine Engineering  
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Automotive Engineering  
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Industrial Engineering  
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Production Engineering  
47. Lecturer in  
Quality Management  
48. Lecturer in  
Project Management  
49. Lecturer in  
Business Administration  
50. Lecturer in  
Management Studies  
51. Lecturer in  
Human Resources  
52. Lecturer in  
Marketing  
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Sales  
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Finance  
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Linguistics  
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Literature  
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Creative Writing  
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Journalism  
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Media Studies  
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Film Studies  
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Music Composition

## COLLEGES OF FURTHER EDUCATION

continued

### Nottinghamshire County Council NEWARK TECHNICAL COLLEGE

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Sociology**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.  
For further details please see below next vacancy.

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Child Care/Parentcraft**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Parentcraft to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should possess appropriate professional qualifications and experience. A teaching qualification is desirable but not essential.  
Entry point on the salary scale according to qualifications and experience.  
Application forms and further details for the above two posts are available from the Principal of the College, Chantry Park, Newark, Notts, NG24 1PB, telephone Newark 705921. Closing date 27th May, 1983, and 10th June, 1983, respectively.

### North Nottinghamshire College of Further Education

#### Senior Lecturer £10,173 - £11,984 (Pay Award pending)

**Community Service**  
Required as soon as possible to work within the Department of Community Studies. Extensive experience of work at a senior level in further education is essential for this interesting and unusual post. Duties include development and direction of a variety of full and part-time courses as well as staff curriculum development responsibilities, and duties as second Deputy Principal.  
For further details please see below next two vacancies.

#### Lecturer Grade II £3,855 - £11,022 (Pay Award pending)

**Building**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Building to be responsible for the Brickwork Section of the Department and to teach up to Advanced Craft in Brickwork, Supplementary Studies and TEC subjects. A qualified and experienced teacher is required who has a wide industrial background.  
For further details please see below next vacancy.

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Fashion**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Life, Physical and City and Guilds Fashion 720 Part I and I related areas. Applicants should have BA (Fashion) or Dip A.D. (Fashion) with an appropriate teaching qualification.  
Entry point on the above salary scale according to qualifications and experience.  
Application forms and further details for the above three posts are available from the Principal of North Notts. College, Carlton Road, Worksop, Notts, S81 7HP, telephone Worksop (0899) 473561. Closing date 27th May, 1983.

### People's College of Further Education

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Biological Sciences**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of Life, Physical and Mathematical Sciences. Applicants should be Science Graduates; preferably possess a teaching qualification and be prepared to teach Biological Sciences to OCE 'O' and 'A' level students and other courses of a similar educational standard. Previous teaching experience and ability to assist in the teaching of Chemistry may be advantageous.  
Entry point on the salary scale according to qualifications and experience.  
Application forms and further details are available from the Principal of the College, Castle Road, Nottingham, NG1 6AB, telephone Nottingham (0602) 517721. Closing date 27th May, 1983.

Nottinghamshire County Council  
City Hall, West Boulevard  
Nottingham NG1 1PE

## Other Appointments

### AVON COUNTY

**WESTON-SUPER-MARE TECHNICAL COLLEGE**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.  
For further details please see below next vacancy.

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Sociology**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.  
For further details please see below next vacancy.

#### Lecturer Grade I £5,385 - £5,267 (Pay Award pending)

**Child Care/Parentcraft**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Parentcraft to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should possess appropriate professional qualifications and experience. A teaching qualification is desirable but not essential.  
Entry point on the salary scale according to qualifications and experience.  
Application forms and further details for the above two posts are available from the Principal of the College, Chantry Park, Newark, Notts, NG24 1PB, telephone Newark 705921. Closing date 27th May, 1983, and 10th June, 1983, respectively.

### AVON COUNTY

**EDUCATION SERVICES**  
Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.  
For further details please see below next vacancy.

### ROYAL COUNTY OF BERKSHIRE

#### NEWBURY COLLEGE

Oxford Road, Newbury, Berks RG13 1PQ  
Tel: Newbury 42824

The following posts are available from September 1983. All posts are at Lecturer I level within the range £5,385 - £5,267 starting point depending on qualifications, training and experience. Teacher-training qualifications are desirable but not essential since all opportunities exist for in-service training.

#### ART & DESIGN

To teach to teach Graphic Design to full and part-time students on Pre-Foundation, 'O' and 'A' level Art and Design Courses. Commercial/Freehand experience desirable.

#### COMPUTING SCIENCE

Required to teach to OCE 'O' and 'A' level and on Computer Keyboard Skills Course. Commercial background desirable.

#### SOCIOLOGY

To be responsible for the organisation and teaching of Sociology in the College to OCE 'O' and 'A' level standard. Will progress to contribute to Social Care Courses and General Studies would be an advantage.

#### SOCIAL CARE

To share in the organisation and teaching of the Preliminary Certificate Course. Candidates should preferably possess a QCFW and have had previous social work experience.

#### ELECTRICAL & ELECTRONIC ENGINEERING

To teach basic principles and associated technology to Technician and Craft Courses. Applicants must have relevant industrial experience and be Chartered or Registered Technician Engineers.

#### COLLEGE COUNSELLOR

To organise a College-based counselling service. It is hoped that applications will be received from persons with experience in Further Education and successful completion of a counselling course.

For an application form and further particulars of the College and the individual posts telephone (0338) 42824, Ext. 211 or write to the Principal's Secretary.

Closing date: 23rd May, 1983.



## Further Education

Applications are invited for the underlined posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

### HEAD OF DEPARTMENT

**GLASGOW COLLEGE OF BUILDING & PRINTING, 20 NORTH HANOVER STREET, GLASGOW G1 2EP**  
DESIGN AND PHOTOGRAPHY, Head of Department. Grade 11, £16,134 per annum. Degree (or equivalent) professional qualifications and high-level academic background essential. To lead a large department with course coverage across a broad range of design and communication including Interior Design, Photography, Graphic Design and Technical Communication.

### SENIOR LECTURER/LECTURER

**GLASGOW COLLEGE OF BUILDING & PRINTING, 20 NORTH HANOVER STREET, GLASGOW G1 2EP**  
BUILDING SURVEYING. Senior Lecturer 'A'. Applicants must be Chartered Surveyors and have appropriate academic experience. Course Leader for Diploma course and for development of a Degree course.

### GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 THISTLE STREET, GLASGOW G5 9XB

NAUTICAL SUBJECTS, SEAMANSHIP. Lecturer 'A'. Extra Masters Certificate of Competency. Alternatively as appropriate Degree of Class 1 Masters Certificate of Competency with previous teaching experience.

### SALARIES

Senior Lecturer 'A' £12,228-£15,411. Bar £13,572  
Lecturer 'A' £8,313-£13,125. Bar £12,528

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the College concerned to whom completed applications should be returned not later than 27th May, 1983.

EDWARD MILLER, Director of Education

### Surrey Education Committee

## GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Stoke Park, Guildford, Surrey GU1 1EZ

Applications are invited from men and women for the following vacancies, available from 1st September, 1983:

### Department of Building and Surveying

#### Lecturer I in General and Communication Studies

To work with a team in the Department, teaching on Cert. Y.T.S. and T.E.C. courses.

### Department of Commerce

#### Lecturer I in Accountancy

To teach on Full-time and Part-time BEC, HND/HNC courses. Ability to offer other BEC Modules (especially computer related) an advantage.

### Department of Hotel and Catering Studies

#### Lecturer I or Lecturer II in Hairdressing

To oversee the introduction of Hairdressing, Manicure and Beauty Therapy courses in the Department, and to be in charge of this section of work.

An excellent opportunity for a well-qualified, and lively person. Teaching load will be mainly on basic and Advanced City & Guilds courses. Good teaching and administrative abilities a pre-requisite.

### Department of Printing

#### Lecturer I in Machine Printing

The person appointed will be required to teach Machine Printing, Lithographic Planning, Platemaking, and related theoretical subjects to the City & Guilds Certificate in Printing level.

### Department of Science and Electrotechnology

#### Lecturer I in Physics and Electronics

#### Temporary Full-time Lecturer I in Chemistry

#### Temporary Full-time Lecturer I in Physics

All 3 posts to teach on courses throughout Department. The temporary appointments are required to cover the work of staff on maternity leave. Persons appointed may be considered for permanent posts, if they become available.

### Department of Social Work Studies

#### Lecturer I

A qualified teacher is required to undertake the teaching of a range of MATHEMATICAL SUBJECTS, including O Level Mathematics, RSA Arithmetic, and Numeracy on Y.T.S. courses.

Salary scales: Lecturer I £8,855-£11,022  
Lecturer I £5,385-£5,267

(plus £251 Fringe Allowance to each post)

Salary scales under review from 1st April, 1983.

Generous relocation expenses available in approved cases.

Further details and application forms for all above vacancies are available from the Principal, on receipt of SAE. Closing date: 27th May, 1983.

For receipt of completed applications - Friday, 27th May, 1983.

## ilea colleges

WARRINGTON COLLEGE OF FURTHER EDUCATION  
WARRINGTON, CHESHIRE

Applications are invited for the following posts. Salary scales in accordance with the Warrington PEF Award. Lecturer Grade 11 (and part-time post) on an incremental scale within the range £5,385-£5,267. Training and experience should be relevant to the post. A knowledge of numerical control would be an added advantage.

### Department of General Studies

#### Lecturer I in HUMAN ECONOMICS AND CATERING

Post Ref: 105/23

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/24

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/25

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/26

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/27

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/28

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/29

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/30

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/31

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/32

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/33

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/34

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/35

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/36

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/37

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/38

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/39

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### Department of Engineering

#### Lecturer I in ELECTRICAL INSTALLATION

Post Ref: 105/40

Candidates should have had teaching experience in a school or college and should be committed to the needs of the Warrington PEF Award. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267. The post is a full-time post with a salary of £5,385-£5,267.

### BARKING & DAGENHAM

#### TECHNICAL COLLEGE

Required for 1st September, 1983, or as soon as possible thereafter in the Department of General Studies to teach Sociology to Social Care, Pre-Nursing and OCE 'O' and 'A' level students. Candidates should be graduates with appropriate professional experience in Social Work. The ability to offer Psychology or another subject is desirable but not essential. Teaching qualifications preferred.  
For further details please see below next vacancy.</







## UNIFORMITY

As a Managing Agent for hairdressing industry within Tutor Organisations in South Wales, Duties will include guidance and assessment of a group of trainees, training (not in hairdressing), liaison with colleagues, experience in training, our youth work deals hairdressing experience necessary.

There is also a vacancy in South Wales for a general supervisor Tutor Organisation.

**HILLINGDON**

**HILLINGDON**  
LONDON BOROUGH  
HILLINGDON  
ACTIVITIES URBAN  
- VENTURE DAS

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**LESOTHO**  
INTERNATIONAL  
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Teachers/Youth  
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Organiser, E  
Houses, Eastfield  
Leith LN11 1AN. (

**COLLEGE OF EDUCATION  
GLASGOW G61 4QA**  
Applications from appropriate  
teachers for the following  
**MATHEMATICS**

## MICRO COMPUTING SPECIAL EDUCATION

[illegible]

**(d) LECTURER IN SPECIAL EDUCATION**

For post (a) applicants should have an honours degree in Mathematics. Experience in the teaching of Mathematics and an interest in Micro Computing especially in the Primary School would be desirable.

For post (b) applicants require some background

Research, an awareness of current trends in Education and the professional qualifications and experience to make a creative contribution to new developments in Service and In-Service courses. The Educational Department serves a wide range of courses both at Secondary and Post-Secondary level, including B.Ed. Degree (Primary), Post-Graduate (Primary and Secondary), A.U.P.E., Learning Difficulties, Special Needs, Guidance, etc.

For post (a) applicants should be experienced in Curriculum Development and the application of micro computers in school curriculum.

For post (d) applicants should be experienced in Curriculum Development and learning difficulties particularly in Secondary School.

The appointments will take effect from 1st October 1994.

The salary scale attached to these posts is £8,313-£11,400.

Application forms and further information may be obtained from the Principal (Tel.: 041-943-1424) to whom enquiries should be directed.

(d) **LECTURER IN SPECIAL EDUCATION**  
For post (a) applicants should have an honours degree in Mathematics. Experience in the teaching of Mathematics and an interest in Micro Computing essential. In the Primary School would be desirable.  
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## SECONDARY I continued

**BERKSHIRE**  
SLOUGH & EYTHAM  
N. O. R. 660  
Regular Deputy  
Teacher  
Application 1  
to 15th May 1983  
to Mr. J. G. Jones,  
Headmaster, The  
School, Slough,  
Berkshire, SL1 1  
Player, 104655

**BRADFORD**  
CITY OF BRADFORD  
THORNTON  
N. O. R. 660  
Regular Deputy  
Teacher  
Application 1  
to 15th May 1983  
to Mr. J. G. Jones,  
Headmaster, The  
School, Slough,  
Berkshire, SL1 1  
Player, 104655

## TRAINING OFFICER

£6,873

required in the Sittingbourne area for the Kent Enterprise for Youth Training Scheme which provides an opportunity for over 1,000 unemployed young people to become involved in a wide range of community work and high quality training. Duties include responsibility for planning and organising all aspects of training for Trainees and Staff in the Division, covering Induction Courses, Vocational and on-the-job Training, Day Release and Residential Training. He/she must be able to monitor the effectiveness of the Scheme and prepare written reports on the training programme.

The appointment is for an undetermined period and will be subject only whilst the Programme is in being. Preference given to unemployed persons having the necessary qualifications. Current driving licence required.

For further information contact Mr. J. Gordon, Sittingbourne 73333. Job description and application form, returnable by 27th May, from Divisional Education Officer, Education Office, Avenue of Remembrance, Sittingbourne, Kent (see please).



## MID GLAMORGAN COUNTY COUNCIL

### Social Services Department

#### RHYMEY VALLEY

#### IMMEDIATE TREATMENT CENTRE

Tyrbarn, Nr. Berged

This Centre is a new venture, offering opportunity to develop intensive community based intermediate treatment programmes within the Rhymney Valley District. The client group will be young persons considered to have serious school attendance and/or delinquency problems and who are, therefore, in danger of being placed into residential care.

The project which is a joint venture between the Social Services and Education Departments is funded by an Urban Aid Grant, initially for a five year period.

In addition to two teaching posts, there are two Social Work vacancies to be filled.

## 1. WARDEN

Salary: £5,655-£9,331 per annum  
C.O.S. or equivalent or relevant previous experience in a similar post. The post holder will be responsible for the day to day operation of the project and will be primarily responsible for the liaison with other agencies concerned with young people.

The Warden will assume overall responsibility for the administration and efficient day to day operation of the project and will be primarily responsible for the liaison with other agencies concerned with young people.

## 2. SOCIAL WORKER

Salary: £5,673-£9,331 per annum Unqualified  
£6,873-£9,331 per annum Qualified  
Previous experience of working with young persons both individually and in groups is essential. The person appointed will be responsible for liaison with the young person's family and encouraging parental involvement with the Centre's programme. Interviewing and counselling young people, preparation of social histories and court reports, preparation of contracts with young people and involvement in long term planning and follow-up of client group.

For further information and informal discussion please ring Mr. B. Costell, Principal Assistant, Cardiff 28033, Ext. 290 or Mr. A. Reed, Senior Social Services Officer, Rhymney Valley District, Berged 83366.

The two Teaching Posts are:

## TEACHER

Scale III: £7,008-£9,999 per annum  
The teacher appointed to this post will assume overall responsibility for the educational input of the Centre. There will be an emphasis in the Centre on the personal and social development of the pupils involved. It is anticipated that the teacher appointed will have knowledge and good experience of pastoral work and will be expected to show interest and a proven ability to work within a group situation. While the ability to offer a teaching qualification in Maths or English would be an advantage, staff will be expected to offer more than one teaching subject and be prepared to adopt a flexible and innovative approach to the pupils.

## TEACHER

Scale III: £5,667-£9,700 per annum  
There will be an emphasis in the Centre on the personal and social development of the pupils involved. It is anticipated that the teacher appointed will have knowledge and good experience of pastoral work and will be expected to show interest and a proven ability to work within a group situation. While the ability to offer a teaching qualification in Maths or English would be an advantage, staff will be expected to offer more than one teaching subject and be prepared to adopt a flexible and innovative approach to the pupils.

Application forms can be obtained from the District Education Office, County Offices, Yeovil Mynach, Hengood.

NATIONAL CONDITIONS OF SERVICE

Applications forms should be returned to the appropriate office by 23rd May 1983.

CANVASSING WILL DISQUALIFY

## ADMINISTRATIVE continued

## ROTHERHAM METROPOLITAN BOROUGH OF

### DEPARTMENT OF EDUCATION

#### GENERAL ADVISER FOR DEVELOPMENT

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## WEST SUSSEX COUNTY COUNCIL

### TEMPORARY POSTS

#### TEMPORARY POSTS

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## LEICESTER INTERNATIONAL VOLUNTARY SERVICE

### OVERSEAS SECTION

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## THE POETRY SOCIETY

### SECRETARY

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## WILTSHIRE COTSWOLD COMMUNITY

### THE TRUSTEES OF YOUNG OFFENDERS

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## Education Psychologists

### BARNET

#### LONDON BOROUGH OF

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## GLoucestershire COUNTY COUNCIL

### DEPARTMENT OF EDUCATION

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## POWYS COUNTY COUNCIL

### DEPARTMENT OF EDUCATION

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## ADMINISTRATIVE continued

### ROTHERHAM METROPOLITAN BOROUGH OF

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

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## LEICESTER INTERNATIONAL VOLUNTARY SERVICE

### OVERSEAS SECTION

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## THE POETRY SOCIETY

### SECRETARY

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## WILTSHIRE COTSWOLD COMMUNITY

### THE TRUSTEES OF YOUNG OFFENDERS

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## YORKSHIRE AND HUMBERSIDE

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## ADMINISTRATIVE continued

### ROTHERHAM METROPOLITAN BOROUGH OF

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## ADMINISTRATIVE continued

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## ESSEX

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## ADMINISTRATIVE continued

### ROTHERHAM METROPOLITAN BOROUGH OF

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

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## LEICESTER INTERNATIONAL VOLUNTARY SERVICE

### OVERSEAS SECTION

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

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## THE POETRY SOCIETY

### SECRETARY

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

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## WILTSHIRE COTSWOLD COMMUNITY

### THE TRUSTEES OF YOUNG OFFENDERS

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

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## ADMINISTRATIVE continued

### ROTHERHAM METROPOLITAN BOROUGH OF

Salary: £5,673-£9,331 per annum  
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## MISCELLANEOUS continued

Salary: £5,673-£9,331 per annum  
£6,873-£9,331 per annum (pay over pending)

Applications are sought for a post in the General Adviser for Development. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education. The post holder will be responsible for the development of the Department of Education.

Further information available from the Director of Education, Cladding date: 30th May 1983.

Applications by letter, enclosing a curriculum vitae and information on qualifications, should be sent to the Director of Education, Cladding date: 30th May 1983.

## ADMINISTRATIVE continued

### ROTHERHAM METROP



